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ABSTRACT

This guide was developed to aid vocational counselors and job placement coordinators in planning activities for students and potential students of vocational education programs. It contains a vocational guidance model which clarifies what vocational guidance services mean and what local planners should include in their activities. The model shows an interrelatedness among six major thrusts with career development being a central theme of vocational guidance. All of the thrusts depicted in the model represent essential services that should be available to students in vocational education programs. The guide is divided into six sections which correspond to the major thrusts identified in the model: (1) career development; (2) recruitment; (3) guidance and counseling; (4) placement; (5) follow-up and follow-through; and (6) consultation. Each section contains an outline of the perceived needs of the topic, an overview of the topic relative to vocational guidance, and some suggested activities and strategies that may be useful in meeting student needs. The guide also contains a planning and administration section and appendices which provide guidance in implementation of program activities. (NB)

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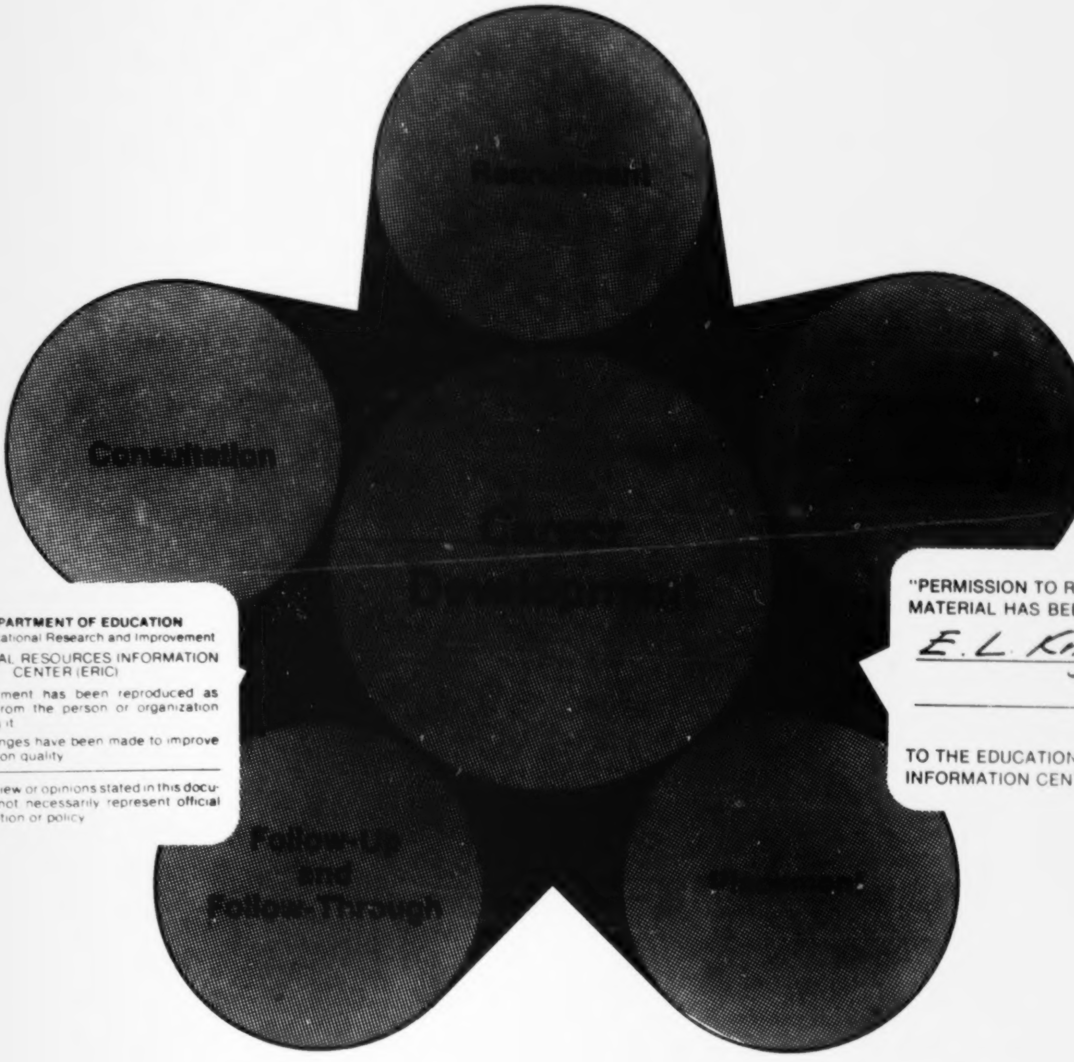
Recruitment
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Planning Guide

Office of Vocational Education
South Carolina Department of Education

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PREFACE

Vocational guidance, counseling and placement services are important components to the educational system. These essential services provide the means, as well as help justify the ends, to which educational progress is achieved and measured. Through vocational guidance and counseling, experiences are provided to enable the student to successfully plan and traverse through the system. Placement services examine the degree to which the student has experienced success in the system.

This **Vocational Guidance and Placement Planning Guide** was developed to aid vocational counselors and job placement coordinators in planning activities for students and potential students of vocational education programs. While the emphasis of this guide is centered around the major thrusts commonly associated with student services in vocational education programs, it is hoped that this document will be useful to all counselors, teachers, administrators and curriculum planners, since all students need services in guidance, counseling and placement.

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INTRODUCTION

According to most authorities, the future promises a continuation of changes in our society as we know it today. It has been said that change will be the norm--stability will be the exception. The occupational structure of our national economy is changing at an alarming rate: The manual and manufacturing occupations of the past are giving way to service, technical and professional occupations. According to John Naisbett in his popular book, **Megatrends**, we have entered the "information age where estimates of 60% of all Americans work in information jobs" such as programmers, system analysts, brokers, teachers, clerks, lawyers, accountants, technicians, librarians and secretaries and many others work in service occupations. These factors of change impinge on the individual in many ways which affect how one will achieve economic independence and self fulfillment. These agents of change along with many other sociological, psychological and economic factors underscore and increase the need for vocational guidance at all levels of the school system.

Recent legislation and regulations have mandated the implementation of certain specific activities for vocational guidance, counseling and placement services within the school system. The Program Standards for Vocational Education which were adopted by the State Board of Education in 1980 outlined procedures for determining the effectiveness of vocational guidance, counseling and placement services. Included in these standards is a regulation that a comprehensive vocational guidance plan should be developed by the local school district guidance personnel. The Education Improvement Act passed by the State Legislature in 1984 mandates that all vocational job preparatory programs, except agriculture, maintain a fifty percent placement rate. This Act contains policies dictating follow-up procedures for vocational program completers. It also provides guidelines on the kind and type of information that should be provided students before enrollment in job preparatory vocational programs. The Carl Perkins Vocational Education Act of 1984 has many provisions, which support vocational guidance and counseling in funded vocational education programs at the State and local levels. Worthy of mention are Part D of Title III which provide for Comprehensive Career Guidance and Counseling Programs and the "hold harmless" provision under Title I, Part B, which indicates that expenditures for guidance and counseling under this legislation will not be less than similar expenditures in each state for the Fiscal year of 1984 under previous legislation. These new regulations along with the changing times emphasize the need for a planning document to assist local education agencies in planning appropriate vocational guidance activities for students.

This **Vocational Guidance and Placement Planning Guide** was developed to aid vocational guidance and placement personnel in planning activities on a consistent basis in South Carolina in order to meet student needs and to adhere to State and Federal regulations. It contains six (6) major thrusts identified by a committee of vocational counselors and job placement coordinators as being essential for an effective vocational guidance and placement program. The major thrusts include (1) Career Development (2) Recruitment (3) Guidance and Counseling (4) Placement (5) Follow-up/Follow-through, and (6) Consultation. The guide also contains a Planning and Administration Section and an Appendix Section that hopefully will aid in the implementation of activities suggested in the other sections.

The vocational guidance model depicted on the cover and throughout the guide was developed to clarify what vocational guidance services mean and what local planners should include in their activities. The model shows an interrelatedness among all the thrusts with career development being a central theme of vocational guidance since it is a lifelong process. All of the thrusts represent essential services that should be available to students in vocational education programs and they suggest some needs that must be met if these services are to be effectively implemented.

The needs listed under each major thrust of this guide are the consensus of a committee of vocational guidance counselors and job placement coordinators as the areas in which local vocational guidance and placement program activities/strategies should evolve. While this list contains perceived needs, local education agencies are encouraged to add/delete major thrusts, needs, and activities/strategies in order to meet the needs of students at the local level.

Using The Guide

The organization of this guide is divided into sections which correspond to the major thrusts identified in the model. In addition, a Planning and Administration Section and an Appendix Section have been added to provide guidance in implementation of program activities. As mentioned previously the sections consist of the following:

I Career Development
II Recruitment
III Guidance and Counseling
IV Placement
V Follow-up and Follow-through
VI Consultation
VII Planning and Administration
VIII Appendices

Each section, except Administration and Planning and the Appendices, contains an outline of the perceived needs of the major thrust, an overview of the thrust relative to vocational guidance, and some suggested activities/strategies that may be implemented for meeting the needs. While space would not allow a complete and comprehensive listing of the needs and strategies that may be useful to vocational guidance and placement programs, it is hoped that the sample of activities/strategies found in each section of this guide will be of some assistance to counselors, job placement coordinators, teachers and administrators in planning for guidance and placement programs.

Philosophy: Vocational Guidance, Counseling and Placement

The central theme underlying guidance, counseling and placement in South Carolina is a commitment to the total development of the individual. This development shall provide direction and guidance in making career choices and assistance in making the transition from school to the next step in career development through placement services. The role of guidance and counseling is seen as one of assisting the student in making career decisions which are consonant with the students abilities, interests, aptitudes and available training opportunities. Through guidance and counseling experiences, students are provided information about themselves, occupations and training opportunities. The role of placement services is seen as one of facilitating the matching of supply (vocational program completers) with post-high school opportunities (jobs, further training, military, etc.). In addition, the placement service is seen as a communication channel between business/industry/training institutions and the school for promotion or recruitment of school and student needs. Coordination of effort between placement services in a particular locale is deemed of importance in that potential employers should have a central contact person within a given service area in order to avoid duplication of efforts. Further, vocational guidance, counseling and placement services should be available to all students without regard to sex, race, color, or national origin, or handicapping conditions.

Definition of Terms

For clarity of purposes the following definitions are provided:

1. **Vocational Guidance** - the process of assisting the student in planning an occupational choice which is consonant with the student's abilities, aptitudes, interests, values and available training opportunities; providing the student assistance and support in the preparation of the occupational choice; and assisting the student in taking the next step in implementing the choice.

2. **Career Development** - the process that occurs over the life span of the individual and includes the home, school and community experiences related to one's self awareness, decision making, planning, and involvement in work and leisure activities.

3. **Recruitment** - a process of communication between advocates of vocational education programs and potential students, their parents, community leaders and others relative to the student's enrollment and accommodation into the programs.

4. **Career Guidance and Counseling** - a one-to-one or small group relationship between counselor and student(s) with the aim of providing information and assistance to the student in integrating and applying an understanding of self and the environment in order to make the most appropriate career decisions and adjustments to them.

5. **Placement** - the process of helping the student attain a post vocational/post high school opportunity by providing assistance in applying for it, securing it, and making initial adjustments to it.

6. **Follow-up** - the systematic collection of data from former students and their employers to provide information for measuring the effectiveness of the total program.

7. **Follow-through** - the process of identifying the needs of former students and their employers and providing services to meet those needs.

8. **Consultation** - a means of collaboration with teachers, administrators, parents and community leaders in fulfilling the vocational guidance needs of students.

9. **Advocation** - the means of supporting vocational education policies and procedures to enable the accomodation of students with unique needs and characteristics.

10. **Accommodation** - the process of adopting or adjusting the policies and procedures of vocational education programs in order to enroll, train and successfully place students with unique needs and characteristics.

11. **Cooperative Education Method** - a method of instruction of vocational education for individuals who, through written cooperative arrangements between school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of daily study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability.

12. **Job Referral** - a method of recommending a student to an employer for employment consideration.

13. **Nontechnical Pre-employment Training** - instruction in job seeking and job keeping techniques that are designed to enable an individual to successfully seek, obtain and maintain employment according to one's needs, abilities and interests.

14. **Disadvantaged Students** - students (other than handicapped) who have academic or economic disadvantages and require special services, assistance or programs in order to succeed in vocational education programs.

15. **Handicapped Students** - students who are orally handicapped, visually handicapped, physically handicapped, mentally handicapped, educationally handicapped (emotionally disturbed), multiple handicapped or learning disabled (a) who required special education and related services, and (b) who cannot succeed in a regular vocational education program without special assistance or require a modified vocational education program.

16. **Members of Minority Groups** - Persons of American Indian, Alaska Native, Black, Spanish Surnamed, Oriental and Asian American origins.

17. **Non-Traditional Occupations** - Those occupations which have been considered at one time traditional for males and/or females only.

18. **Vocational Program** - the organized sequence of related offerings and experiences planned for the purpose of facilitating preparation for employment in an occupational area.

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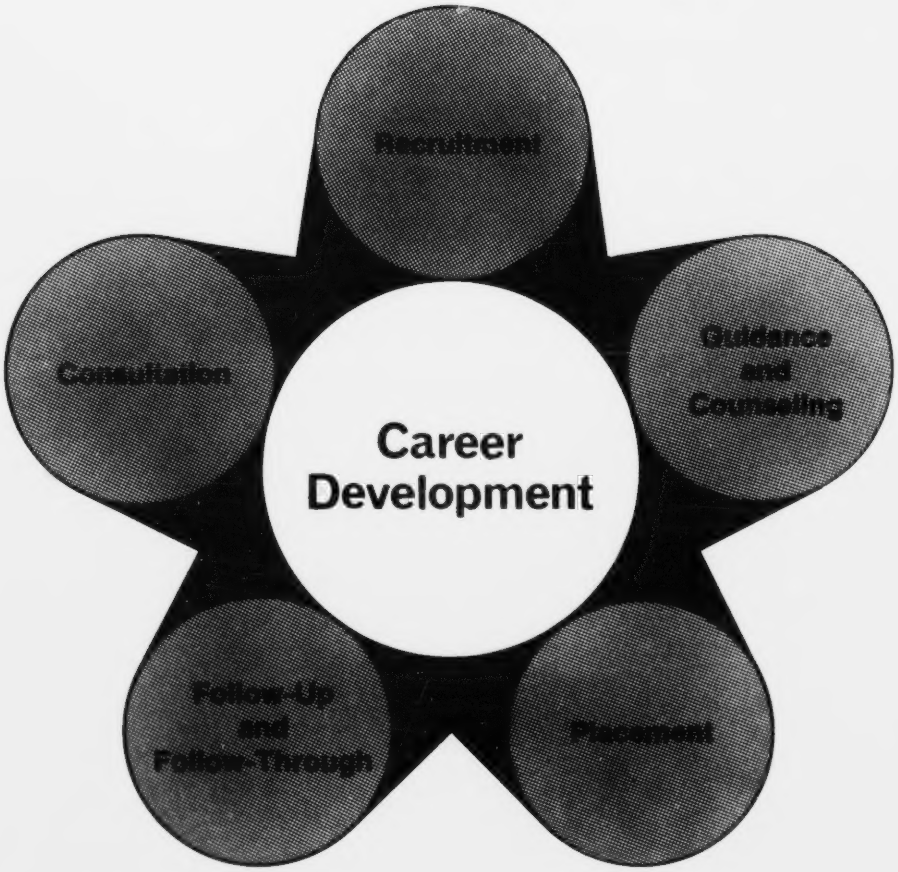
Recruitment
Guidance
and
Counseling
Placement
Follow-Up
and
Follow-Through
Consultation
Career
Development

Career Development

CAREER DEVELOPMENT

Student Career Development Needs:

1. Assistance in identifying and understanding self in relationship to one's
   a. interests
   b. aptitudes
   c. abilities
   d. values

2. Information about careers (career awareness)
   a. knowledge of the kind of information needed
   b. how to relate information to self

3. Experiences in the decision making process
   a. career decision
   b. educational decisions
   c. personal decisions

4. Career exploration or simulation experiences of the work/vocational training settings

Career development is the process through which an individual undergoes as one becomes the person one wants to be. It is an ongoing process, extending throughout the life of the individual. Ideally, during the process of career development, the individual should develop an ability to successfully select one or more occupational area(s) and to deal with life situations. The process involves the development of skills in goal setting, planning and decision making, and in implementing plans. The ultimate goal of the career development process is a planned and satisfying career and life rather than an accumulation of haphazard occurrences.

One of the basic components of career development is self-awareness. Through career development activities, students should learn how to become aware of their own preferences. Students should also be exposed to activities that will help them learn to recognize their strengths and limitations through both formal and informal assessment means. Through career development activities, the student should learn to seek out knowledge about oneself through experiences and discussions with competent persons, such as parents, teachers, or counselors.

Another component of career development is learning about the characteristics and requirements of different occupations. At the elementary level, students can become familiar with highly visible occupations such as a doctor, carpenter, or police officer, and with some of the job families and work associated with them. As students grow older, their capacities to receive and process this information increase. In junior high and high school, students can and should develop a far more extensive knowledge of job duties, educational requirements and employment opportunities in their areas of interest. They can also acquire the tools for gathering as much additional information as they need to make meaningful career decisions.

Another basic function of career development is to provide learning experiences to relate personal characteristics to career decisions. One decision faced by high school students is whether to pursue vocational education training. Ideally, students should make this decision with their career goals in mind. Making career decisions involves formulating alternatives, gathering information, considering the advantages and disadvantages and making choices. Through appropriate career development activities vocational guidance will have a supportive thrust to assist students in making reasoned decisions to enter vocational education programs.

In addition to developing a knowledge of self, the world of work, and the ability to match the two, students need to form certain attitudes. They need to learn the rewards of honest work and to develop constructive work habits. They also need to gain a sense of how their behavior in school will relate directly to their success in their career. Through simulation exercises and/or work/training programs students can acquire some of these experiences.

Examples of some career development activities/strategies that may be implemented through vocational guidance programs follow this narrative.

MAJOR THRUST: Career Development **GRADE LEVEL:** 9-12

NEEDS:

Assistance in identifying and understanding self in relationship to one's environment through self assessment and appraisal.

OBJECTIVE(S):

Upon completion of this activity, the student will be able to describe one's own life style as related to one's environment and future plans.

SUGGESTED ACTIVITIES/STRATEGIES:

Keeping a journal is a very popular activity for persons of all ages. Journals are private places where one can share one's innermost thoughts and feelings, memories of special moments, and future dreams. Frequently, looking back through a journal an individual realizes how much one has grown.

Encourage students to start a journal. They can make daily or weekly entries. Perhaps they want to include such areas as: things I need, special people, commitments, things I'm proud of, bad days, needs I have (such as privacy, love, adventure, stability, recognition and health), current events, decisions, successes, conflicts, special moments, people I need, mistakes, pretending (times I wasn't myself), "bug off" (people I'd like to say that to, but can't), goals or options open to me in the future, plans I have, places I dream of, jobs I'd like to get.

Throughout the school year students should be encouraged to make entries in their journal, based on their experiences. Students should be informed through individual/small group counseling sessions how to relate what they have learned about themselves in keeping a journal to making decisions about their future plans.

RESOURCES/PREPARATIONS NEEDED:

1. Plan sessions for students.
2. Become familiar with factors that may be included in a journal.
3. Encourage student to secure journal, large diary or notebook.

EVALUATION:

During individual/group counseling sessions, have students explain how they have experienced growth in their lives and how it can be used to help them in their future experiences.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

Have students make a group journal or collage by hanging sheets of newsprint during a class period or group session. Encourage all students to make entries (a word or phrase) which characterizes their experiences. Let students use this as a medium for communicating with one another.

Activities were adapted from "Self Knowledge and Interpersonal Skills - What Interests You?" by Harriet Jardine.

MAJOR THRUST: Career Development **GRADE LEVEL:** 9-12

NEEDS:

Assistance in identifying and understanding self in relationship to one's environment through self assessment and appraisal - interests.

OBJECTIVE(S):

After completion of the following activities, the student will be able to identify leisure-time pursuits in which his/her own interests would be identified.

SUGGESTED ACTIVITIES/STRATEGIES:

During a class period or group session distribute sheets of newsprint and pens to students. Ask students to list 10 of their leisure interests. Ask students to make a duplicate copy of this list on notebook paper. Have students pin their interests sheets to the front of their shirts or blouses. Now ask students to circulate silently reading one another's charts. After 10-15 minutes, have students return to their seats.

Instruct students to think of one of two people they encountered who had one interest they know nothing about, had never participated in or would like to learn more about. Ask students to circulate once more until they each find one of those people. Once the group is in pairs, give students five minutes to quiz their partners about the "unusual" interest. Have them explain how they got interested in this particular activity and what is involved.

As a group, discuss the following questions and have students relate them to their future career goals:

1. What kinds of interests do students your age have? What about older students? Younger students?
2. Among your class members, were there similarities? Differences?
3. What was the most unusual activity?
4. What did you learn about yourself by talking with your fellow students?
5. Did you see any new things which you might pursue?
6. How often do you actively pursue your favorite interests?
7. Were there activities you enjoy but aren't good at?
8. Were there activities you are good at but don't particularly enjoy?
9. Are you aware of any personal needs you satisfy by participating in these activities?

RESOURCES/PREPARATIONS NEEDED:

1. Prepare for the sessions
2. Gather materials needed:
    a. large sheets of newsprint
    b. felt-tipped pens
    c. pins
3. Schedule session(s) with students

EVALUATION:

Have students name some new leisure-time pursuits that were discovered in which they would enjoy.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

Have students save a copy of their leisure-time interests for future activities. Copies of students lists may be filed in students folders for references in relating future plans to leisure-time interests.

Activities were adapted from "Self Knowledge and Interpersonal Skills - What Interests You?" by Harriet Jardine.

MAJOR THRUST: Career Development **GRADE LEVEL:** 9-12

NEEDS:

Assistance in identifying and understanding self in relationship to one's environment through self assessment and appraisal - interests, aptitudes, abilities and values.

OBJECTIVE(S):

After completion of the following activities, the students will be able to construct a profile of themselves that will depict important interests, aptitudes, abilities and values.

SUGGESTED ACTIVITIES/STRATEGIES:

In these activities, students will have an opportunity to develop a profile of their personalities. A personality profile is a shorthand description of an individual's personality. It can describe a person's aptitudes; it might involve just interests. Perhaps it's a values profile. There are even personality profiles which describe characteristic methods of dealing with other people. Some personality profiles present a composite picture of a person's abilities or strengths, interests, values, and needs. It is this latter kind of personality profile students will develop for themselves in these activities.

A primary purpose of many profiles is consolidating information relevant to occupations. This helps clarify career decisions. There are several interest inventories currently available (Kuder Preference Record-Vocational, Kuder Occupational Interest Survey, Strong-Campbell Interest Inventory) which relate one's interests to the interests of persons employed in various occupations. A central premise of these inventories is that people tend to be attracted to occupations in which they will practice skills they enjoy and where they can work with people whose interests and skills are similar to their own. This essential idea was developed by Professor John L. Holland, a vocational psychologist. He feels that a worker's satisfaction and success are contingent upon the compatibility of his or her personality and the work environment. Holland posits that there are basically six personality types: Realistic, Investigative, Social, Conventional, Enterprising, and Artistic. Personal characteristics of each of these types are included in Attachment 1. In addition, there are six types of work environments: Realistic, Investigative, Social, Conventional, Enterprising, and Artistic. Naturally, he concludes that people of any personality type will be happier in a work environment of the same type.

Using Attachment 1 of Holland's types and the above discussion, introduce the idea of personality types and profiles to the class. Let them know they'll have a chance to decide which of the personality types seem most like themselves.

If it is feasible, arrange for students to take an interest inventory, preferably the Strong-Campbell Interest Inventory (SCII). A good second choice would be to obtain copies of the Self-Directed Search (SDS), developed by Holland.

Since it might not be possible or desirable for all your students to take the SCII or the SDS, and since these focus mainly on occupational interests, these activities contain the necessary resources for other profiles.

ABILITY BAR GRAPH

a. Distribute copies of the Ability Bar Graph (Attachment 2) to students. Ask them to rate themselves on each ability, using a scale of 1 to 5. If they feel they are very good at something, have them color in the bar horizontally from left to right up to 4 or 5.

   Students should rate their abilities without considering whether or not they like the activity. Have students complete the entire Ability Bar Graph.

b. Looking at the left hand column of the page, students will find a series of seven code letters. R stands for Realistic, I for Investigative, S for Social, C for Conventional, E for Enterprising, and A for Artistic. The seventh code letter (G) stands for General. This section represents certain general abilities which are necessary to most types of occupations.

   Have students look at their graphs to determine which of the six code blocks (A or I, S or C, etc.) contains the greatest number of abilities which students rated as high.

   From the first six codes (R, I, A, S, E, C), students should determine the three code blocks in which they seem to have the highest abilities.

   The G section contains certain general skills which are important prerequisites for success in any activity (leisure or work). Students can use this block as a self assessment to determine which general skills they might need to improve.

c. Distribute the Summary Sheet (Attachment 5). Instruct students to enter their three-letter code (of the blocks of their highest ability) in the spaces provided on the line labeled Ability Bar Graph code.

INTEREST CHECKLIST

a. Next instruct students to look at the right hand column ("Interests") of the Ability Bar Graph. Ask students to put an asterisk (*) in the Interest column next to those activities they enjoy. This should be done without considering their ability levels.

b. Tell students to count the number of Interest asterisks for each of the code blocks.

c. In the same way they did in section 1 of this activity, have students determine a three-letter code for their interests (the three code blocks containing the highest number of Interest asterisks).

d. Enter this Interest code in the three spaces provided ("Interest Asterisk Code") on the Summary Sheet (Attachment 5).

This would be a good place to have a group discussion on the relationship between interests and abilities. Students should realize people can have many abilities, while they may not really enjoy doing those kinds of activities. Likewise, a person can enjoy doing something he or she isn't very good at.

VALUES EXPLORATION CHART

a. Distribute copies of the Values Exploration Chart (Attachment 3).

b. Have students complete this chart, rating their values as high priority, medium priority, or low priority. For example, if a student highly values honesty, love, health, creativity, achievement, and discovery, he or she would place a check or an asterisk next to those words in the HIGH column. If precision work, stability, location are not very important, they might be rated as LOW priority. MEDIUM or average priority is for those values which are not very high, yet more significant than low. Students should complete the entire chart so that every word has an asterisk or check in one column (HIGH, MEDIUM, or LOW).

c. Distribute the Values Rank Order Sheet (Attachment 4). In the top half of the page students should list (in any order) 10 values which received a "HIGH," they should include several values rated "MEDIUM" until they have 10.

On the bottom half of the page students should rank order their 10 values according to highest priority.

d. Once students have rank ordered their values, instruct them to enter their top 5 values in the space provided on the Summary Sheet.

Complete the profile section of the Summary Sheet. In the first three blanks, students should enter the Ability Bar Graph codes. In blanks 4, 5, and 6, students should enter their three Interest Asterisk codes. And in blanks 7, 8, and 9, they list their top three values.

e. Allow students to discuss the similarities and differences in their profiles, as well as the contrasts in their abilities, interests, and values. This could be done as a class or in smaller groups.

RESOURCES/PREPARATIONS NEEDED:

1. Prepare for sessions.
2. If assessment instruments are to be used, secure appropriate tests or make arrangements for administration of them.
3. Prepare materials for sessions:
    a. Personality Types
    b. Ability Bar Graph
    c. Rank Order Values

EVALUATION:

Make sure that each student has a completed summary sheet identifying their interests, abilities, aptitudes, and values from the exercises.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

Based on the information gathered in the first sections of these activities, ask students to make a personal collage. The collage should be representative of their personality. Try to have them incorporate as many of the values, abilities, and interests in the collages. Encourage students to use a variety of media so the collages will have creative textures.

Activities were adapted from "Self Knowledge and Personal Skills - What Interests You?" by Harriet Jardine.

PERSONALITY TYPES

John Holland has developed a theory whereby people are characterized according to their resemblance to each of the following six personality types. The following definitions are from Holland's book **Making Vocational Choices: A theory of Careers.**

1) **Realistic:** Holland identifies the realistic type as a person who has "a preference for activities that entail the explicit, ordered, or systematic manipulation of objects, tools, machines, animals, and . . . an aversion to educational or therapeutic activities.
(Perceives self as "having mechanical and athletic ability and lacking abilitiy in human relations.")

2) **Investigative:** Holland identifies the investigative type as a person who has "a preference for activities that entail the observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomena in order to understand and control such phenomena; and . . . an aversion to persuasive, social, and repetitive activities."
(Perceives self as "scholarly, intellectually self-confident, having mathematical and scientific ability, and lacking in leadership ability.")

3) **Social:** Holland identifies the social type as a person who has "a preference for activities that entail the manipulation of others to inform, train, develop, cure, or enlighten; and an aversion to explicit, ordered, systematic activities involving materials, tools, or machines."
(Perceives self as "liking to help others, understanding of others, having teaching ability, and lacking mechanical and scientific ability.")

4) **Conventional:** Holland identifies the conventional type as a person who has "a preference for activities that entail the explicit, ordered, systematic manipulation of data, such as keeping records, filing materials, reproducing materials, organizing written and numerical data according to a prescribed plan, operating business machines and data processing machines to attain organizational or economic goals; and . . . an aversion to ambiguous, free, exploratory, or unsystematized activities."
(Perceives self as "conforming, orderly, and as having clerical and numerical ability.")

5) **Enterprising:** Holland identifies the enterprising type as a person who has "a preference for activities that entail the manipulation of others to attain organizational goals or economic gain; and an aversion to observational, symbolic, and systematic activities." (Perceives self as "aggressive, popular, self-confident, sociable, possessing leadership and speaking abilities, and lacking scientific ability.")

6) **Artistic:** Holland identifies the artistic type as a person who has "a preference for ambiguous, free unsystematized activities that entail the manipulation of physical, verbal, or human materials to create art forms or products, and . . . an aversion to explicit, systematic, and ordered activities." (Perceives self as "expressive, original, intuitive, feminine, nonconforming, introspective, independent, disorderly, having artistic and musical ability . . . (Holland, 1973, pp. 14-18)

Attachment 2

ABILITY BAR GRAPH

Code	Ability	1 low	2	3 average	4	5 high	Interests *
R	work outdoors						
	mechanical						
	motor coordination						
	athletic						
	be concrete						
	be explicit						
	use objects, tools						
	technical building						
	straightforward results						
	machines yield products						
I	scientific						
	observational						
	symbolic						
	mathematical						
	intellectual						
	work puzzles						
	research						
	verbal						
	abstract thought						
	machines yield data						
S	inform others						
	train others						
	develop others						
	cure others						
	help others						
	understand others						
	interaction						
	verbal						
C	be conforming						
	be orderly						
	clerical						
	numerical						
	systematic						
	work with data						
	organizing						
	use business machines						

Attachment 2 Cont'd.

ABILITY BAR GRAPH

Code	Ability	1 low	2	3 average	4	5 high	Interests *
E	manipulate others						
	aggressive						
	persuade others						
	speaking ability						
	leadership						
	policy-making						
	selling						
	verbal						
A	creative						
	ear for music						
	eye for color						
	eye for form						
	eye for design						
	ambiguous						
	free						
	expressive						
	intuitive						
	independent						
G	academic learning ability						
	memory						
	verbal						
	read instructions						
	ask questions						
	understand instructions						
	follow directions						
	take criticism						
	persevere						
	measure						
	make change ($)						
	courteous						

Attachment 3

VALUES EXPLORATION

	HIGH	MEDIUM	LOW
structure			
honesty			
wealth			
change/variety			
skill			
justice			
cooperation			
precision work			
adventure/risk			
time/freedom			
loyalty			
stability			
wisdom			
love			
health			
location			
pleasure			
creativity			
competition			
aesthetics			
security			
social ties			
achievement			
leadership			
organization			

Attachment 3 Cont'd.

	HIGH	MEDIUM	LOW
knowledge/new ideas			
dependency			
discovery			
mobility			
recognition			

Attachment 4

RANK ORDER VALUES

List your top 10 values here.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Rank order them according to highest priority:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

SUMMARY SHEET

Ability Bar Graph Code: --1-- --2-- --3--

Interest Asterisk (*) Code: --1-- --2-- --3--

Values:
1.
2.
3.
4.
5.

Profile:

I seem to be a person who is good at: (1) ________________.
(2) ___________________________, and (3) ______________________________
types of activities. I enjoy: (4) ________________________________
(5) ___________________________, and (6) ______________________________
types of activities. I value: (7) ________________________________,
(8) ______________________________, and (9) ________________________.

MAJOR THRUST: Career Development **GRADE LEVEL:** 9-12

NEEDS:

Information about Careers - How to relate information to self.

OBJECTIVES:

After completion of the following activities, students will be able to list five of the U.S.O.E. Clusters and explain how the occupations in these clusters are related/not related to their future plans.

SUGGESTED ACTIVITIES/STRATEGIES:

Tell the students that this activity will focus on looking at occupations. It is important to learn about the language of the world of work and to see how jobs are related. An individual's personality traits, personal needs, values, and abilities can be satisfied through a number of jobs. These occupations generally, have something in common. As a person prepares to enter the job market one's attention should, therefore, be focused on this cluster of related occupations. This is a manageable way to begin an important career process.

1. Open the time to group discussion. Some ideas that might be suggested for comment are:

-- Do you agree that "no man" (or woman) likes work?
-- Is it realistic to think that every person should or could like work?
-- Is work the only means through which an individual finds oneself? What are some other ways?
-- What kinds of things have you learned about yourself through the work you do here at school? In a part-time job or summer employment? In work you take part in at home?
-- How much of yourself do you think it is important to have discovered before choosing the particular kind of work that will become your occupation(s) as an adult?

2. Write the following five words on the board or piece of newsprint:
   job
   occupation
   position
   work
   career

Ask everyone to jot down their definitions of the five words - no dictionaries or exchange of opinions yet!

3. Use the definitions provided in Attachment 6 and compare the ideas written by the students to those of the dictionary.

4. Explain to the students that they are going to begin to explore the world of work and match what they know about themselves with facts they will learn about specific groups of occupations. Since **working** is what having a **job** is about and since one's **occupation** and **position** is a major portion of one's life **career** pattern, it is important to have thought through the meaning of all these words. Just as it is necessary to understand self, so too it is important to understand the facets of the world of work.

Tell students that there are about 20,000 occupations existent today in the United States. Obviously, getting acquainted with all of these jobs is not a realistic possibility but one way of narrowing the field is to group the 20,000 jobs into categories. Many classification systems have been devised and, as a matter of fact, there is no limit to how many more could be created. Actually, each individual person who explores the world of work may prefer a different way of breaking the whole into workable pieces.

Introduce students to the classification system used by the U.S. Office of Education (U.S.O.E.) in Washington (Attachment 7). Ask everyone to label four sections of a piece of paper with the four following titles:

Service Group
Business Group
Science Group
Communication Group

These are the four main divisions used by the U.S.O.E.

5. Explain to the students that the U.S.O.E. divides the 20,000 existent occupations in the United States into 15 clusters each of which will come under the heading of one of the four group labels. Call out the name of each cluster of job types and as you do so the students are to write the name under the label they feel it should go. For example, you will say aloud "consumer education and homemaking" and the student is to write that cluster title under whichever of the four groups (Service, Business, Science, or Communication) the student thinks is appropriate. Using Attachment 8, read out each of the 15 clusters.

6. Explain to the class that this next activity step will require several days to complete. Each student is to consult with a best friend, a sibling, a parent, another family member, a teacher, or anyone else who knows the student well. They are to ask those people who know them well what occupation they see the student in and why. The pupils should also take this opportunity to ask this friend something about the individual's occupation. Now that the students have investigated how different jobs are related according to the U.S.O.E. classification system they should find themselves more curious and the questions will come easily.

   After consulting with their friends the students should write a note about this person's observation and opinion and tell whether or not they agree with this person's observation.

RESOURCES/PREPARATIONS:

1. Prepare for sessions with students.
2. Become familar with the U.S.O.E. Classification System.
3. Secure chalk board or several large pieces of newsprint; paper and pens or pencils.

EVALUATION:

Have students list five of the occupational clusters and tell how they are related or not related to their future plans.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

At a later class meeting or group session have students talk about their interview findings:

1. Did you find yourself agreeing with your friends' recommendations?
2. Did you feel that any one person's opinion was perhaps biased by expectations the individual might have of you?
3. What kinds of new information did you get about your friend's occupations?

Activities were adapted from "Life Roles, Settings, and Events - You at Work: Who--Where--When--" by Suzanne Fitzgerald Dunlap.

Attachment 6

job	--a piece of work; definite piece of work, as in one's trade, or done by agreement for pay. --anything one has to do; task; chore; duty. --a position of employment; situation; work.
occupation	--an occupying or being occupied. --what occupies or engages one's time; business; employment; vocation
position	--the place where a person or thing is, especially in relation to other persons or things; location; situation; site: as, the ship's position. --a person's relative place, as in society; rank; status. --a post of employment; office; job: as, he's got a good position.
work	--bodily or mental effort exerted to do or make something; purposeful activity; labor, toil. --occupation; business; trade; craft; profession
career	--originally, a racing course; hence, --a swift course as of the sun through the sky; hence, --full speed. --one's progress through life.

(Webster's New World Dictionary)

Attachment 7

U. S. OFFICE OF EDUCATION (U.S.O.E.)
CLASSIFICATION SYSTEM

4 DIVISIONS	15 CLUSTERS	SCHOOL SUBJECTS
Service Group	Consumer Education and Home-making	Practical Arts
	Public Services	Social Studies
	Personal Services	Science
	Hospitality and Recreation	Physical Education
Business Group	Business and Office	Practical Arts
	Manufacturing	Science
	Marketing and Distributing	Mathematics
	Transportation	
	Construction	
Science Group	Health	Physical Education
	Environmental Control	Science
	Agri-Business and Natural Resources	Practical Arts
	Marine Science	
Communication Group	Communications and Media	Language Arts
	Fine Arts and Humanities	Fine Arts
		Foreign Languages

Attachment 8

U. S. OFFICE OF EDUCATION (U.S.O.E.) CLASSIFICATION SYSTEM

SERVICE GROUP

CONSUMER EDUCATION AND HOMEMAKING

Food Service Industry (production, management, service & delivery, testing, nutrition)
Clothing, Apparel and Textile Industry (production, management, design, alteration, maintenance)
Child Care, Guidance and Teaching (family, institutional, community)
Family and Community Services (public housing, social welfare)
Institutional Household Maintenance Services (household and institutional maintenance)
Homemaking (home management, consumerism, personal-family relationships)
Housing Design, Interior Decoration (design, furnishing selection, refurbishing)

PUBLIC SERVICES

Financial (taxation, institutional support)
Urban Development (planning & engineering, public housing)
Regulatory Services (banking, insurance, public records, immigration)
Education (instruction, transportation, extension services)
Police and Fire (accident prevention, law enforcement, communication, maintenance)
Defense (military, civil)
Post Office (marketing, operations)
Public Utilities (water, sanitation, electricity, gas, steam supply)
Public Health (institutional care, community services, food and drug)
Labor Affairs (employment services, compensation)
Highways (design, construction, toll and traffic control)

PERSONAL SERVICES

Physical Culture (human weight control, massage)
Barbering
Mortuary Science
Cosmetology (customer care & services, theatrical & television make-up, testing)
Household Pet Services (grooming & care, boarding, hospitalization, training)

HOSPITALITY AND RECREATION

Environmental Management (recreation & planning, natural resource development)
Community Services (public government, special groups, commercial recreation, private clubs)
Human Development (museums, libraries, sports, arts & crafts, performing, writing, fairs)
Mobility (mass media, tourism, recreation transportation systems)
Health Care (preventive health, counseling, therapy)

BUSINESS GROUP

BUSINESS AND OFFICE

Record Systems and Control (accountant, bookkeeper, systems analyst, computer work)
Secretarial
Clerical
Administrative (office manager & supervisor)
Business Ownership

MANUFACTURING

Design
Materials (natural, synthetic, receiving waste output)
Production (processing, quality control)
Distribution (packaging, marketing, advertising, transportation, warehousing)
Research

MARKETING AND DISTRIBUTING

Marketing System (specialty stores, rentals, merchant wholesaling, lodging, auto services, mail order, direct selling, foreign operations)
Sales and Services (selling at the industrial, trade & consumer levels)
Buying (industrial purchasing, buying for resale)
Sales Promotion (advertising, display, public relations)
Physical Distribution (product transport, storage, materials handling)
Marketing Services (finance, credit, insurance research)

TRANSPORTATION

Land Transportation (local & suburban, highway, rail)
Aerospace Transportation (commercial, general & spacecraft transportation
Pipeline Transmission (liquid, gas & solids transmission)
Water Transportation (inland & ocean water transportation)

CONSTRUCTION

Design (architectural & civil)
Contracting (crafts, materials procurement, equipment & office operations)
Interior (design, decoration, furnishings)
Landscaping (nursery operations & grounds maintenance)
Land Development (site preparation, utilities)
Fabrication and Installation (field operations, building systems, materials fabrication)

SCIENCE GROUP

HEALTH

Health Information Systems (medical records, medical library science, medical illustration & photography, vital statistics)
Health Services Delivery (health maintenance, community health services, hospital & long term care services, pediatric care & services, geriatric care & services)
Mental Health, Mental Illness and Retardation (care of mentally retarded, mental health maintenance, psychiatric services)
Accidents, Injuries and Emergency Services (first aid & rescue, medical emergency services, accidents & poisoning, control & prevention)
Dental Science and Services (dental health maintenance, dental care, dental restoration)
Pharmaceutical Science and Services (regulation & control of pharmaceuticals, production of drugs, biologicals & chemicals, retailing & distribution)
Medical Science and Services (sciences basic to medical services, surgical care & services, medical care & services)
Biologic Science and Technology (bio-medical electronics technology, biology, biochemistry, biophysics)
Health Services Administration (public health, institutional administration, private health services & health maintenance systems)

ENVIRONMENTAL CONTROL

Operations (management, mid-management, supervision, personnel)
Soil and Mineral Conservation and Control (research and experimentation, soil management, mineral extraction, sample collection & analysis, pollution & restoration control, enforcement of production quota)
Space and Atmospheric Monitoring and Control (research & experimentation, air pollution abatement & control, meteorological processes, utilization control)
Environmental Health Services (assessment, maintenance, services, administration)

Development and Control of Physical Man-Made Environment (urban planning, urban development and renewal, rural development, ornamental horticulture, civil technology processes, noise abatement & control, solid waste pollution abatement and control)

Forest, Range, Shore and Wildlife Conservation and Control (research & experimentation, resource survey & monitoring, resource development & protection, utilization control)

Water Resource Development, Conservation and Control (research & experimentation, water pollution abatement & control, civil technology processes, recreation development & management, utilization control)

AGRI-BUSINESS AND NATURAL RESOURCES

Support and Regulations (guardianships, safety & regulations, conservation)

Research (experimentation, water, dissemination)

Forestry (production, services, conservation, processing & marketing)

Land and Water Management (parks, inland waterways, hydro-electric power)

Fisheries and Wildlife (management, production, utilization)

Mining and Quarrying (exploration, production, processing & storage, distribution)

Petroleum and Related Products (exploration, production, services & distribution)

Support and Regulations (inspection & regulatory, government programs)

Research (experimentation, dissemination)

Production (crops, animals & fish, horticultural products)

Service (supply, business)

Processing and Marketing (selecting & purchasing, processing, distribution)

MARINE SCIENCE

Marine Biology (marine research - microbiological, animal, plant, ecology; marine biology laboratory management)

Commercial Fishing (ocean fishing, seafood processing & inspection, seaweed harvesting & processing, sport fishing enterprises)

Aqua-Culture (marine fish or shellfish culture research, marine plant grower, fish hatching & raising)

Marine Transportation (inland & ocean water transportation)

Marine (Oceanographic) Exploration (oceanographic mapping & charting, ocean mineral exploration, ocean current & water research)

Underwater Construction and Salvage (offshore mineral production, underwater engineering research, deepwater diving & life support, underwater construction & salvage demolition)

Attachment 8 Cont'd.

COMMUNICATION GROUP

COMMUNICATIONS AND MEDIA

Publishing (graphic arts, journalism, commercial art)
Audio/Visual (photographic reproduction, recordings)
Language (signs/symbols, design & production, equipment design production)
Broadcasting (radio/television, satellite transmission, laser transmission)
Line Communications (data transmission, telegraph, telephone)

FINE ARTS AND HUMANITIES

Fine Arts (creating, performing, performing arts design, performing arts production, artist management, visual & graphics design, media)
Humanities (creative writing, languages, history)

MAJOR THRUST: Career Development **GRADE LEVEL:** 8-12

NEEDS: Information about careers - Knowledge of the kind of information needed.

OBJECTIVE(S):

After completion of the following activities, students will be able to name five occupations that they feel are possibilities as future work roles for themselves and five sources of information for obtaining knowledge about these occupations.

SUGGESTED ACTIVITIES/STRATEGIES:

Tell the students that once they have examined their skills and abilities and made their job choices they will need to compare the two. It is necessary to determine whether or not they can realistically expect to assume the desired work role. This can only be determined by finding out about the training (academic, vocational, apprentice) required.

1. Focus for a while on the great variety of occupations that exist today. Pose the following question to the students: What would the world be like if we all ended up being what we as children had wanted to be when we grew up? It could well be a world of firemen, nurses, ballerinas, and cowboys.

   Stretch the idea further and ask each student to name one work role the student would like to assume during the next ten years. As the jobs are called out write them on the board.

2. When everyone has contributed one's occupation, tell the students that they are to imagine that they make up the total population of workers in an imaginary city. With that is mind discuss what life in that city would be like.

-- Is anyone involved in maintaining public welfare (safety, sanitation, etc.)?

-- What kinds of products are available to citizens (food, clothing, automobile fuel and parts, etc.)?

-- In what respects are people able to obtain services (appliance repairs, medical care, funerals)?

-- Are there any recreational facilities (parks, theaters, bowling alleys)?

-- How is home maintenance carried out (cleaning, child care, laundry)?

3. Now ask the students to suppose that a wedding is to take place in this imaginary city. Discuss the implications of planning and carrying out such an affair with only the workers listed on the board available to help.

-- Who will perform the ceremony?
-- Are the bride and groom able to obtain preferred attire?
-- Will there be a wedding cake?
-- How about pictures?
-- Where will the reception be held?

4. Talk with the students about the fact that every worker in the multifaceted world of work contributes to the whole. Though some occupations seemingly have little or no dignity they all exist for a purpose. In thinking over their own future job possibilities, though it is necessary to narrow the field and study jobs grouped in a particular cluster, the students should try never to lose sight of the whole.

   Ask everyone to list five jobs they feel are real possibilities as future work roles for themselves - those five occupations in which they are most interested.

5. The students are to now research their job selections and find out what training is required for the position they desire, where the training is available, and how long the training period lasts.

   Suggest that the students seek out their answers from every possible source:
   -- Use materials on hand in the classroom, in the school library, or in the guidance center.
   -- Ask faculty/staff members in the school who may be involved in one of the jobs or in a related area.
   -- Inquire among relatives and friends outside of school.
   -- Call firms in town (or visit them in person) or individuals who are involved in the work.
   -- Check for resources at the local library.
   -- Visit an employment office.
   -- Obtain pamphlets or descriptive brochures from the U.S. Department of Labor.
   -- Visit the Career Planning Center of any local colleges or universities.
   -- Check for military information from local recruiting offices.

RESOURCES/PREPARATIONS:

1. Plan sessions for students.
2. Secure and prepare sources of occupational information: **Occupational Outlook Handbook, Dictionary of Occupational Titles**, South Carolina Occupational Information System, etc.
3. Become familiar with as many sources of occupational information and occupations as possible.

EVALUATION:

1. Have students name at least five occupations of interest to them.
2. Have students list at least five sources of occupational information available to them.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Ask that everyone make notes as they gather facts about the training required for their job choices. These notes will be valuable additions to their personal portfolios. It will also be useful to have the facts written down later when sharing the information with the rest of the students.

2. During a session several days later check with the group and be sure to offer suggestions (or elicit some from other students) if anyone is having trouble finding information. Allow some time for pupils to report and share what they have learned.

Activities were adapted from "Life Roles, Settings, and Events - You at Work: Who--Where--When--" by Suzanne Fitzgerald Dunlap.

MAJOR THRUST: Career Development **GRADE LEVEL:** 7-12

NEEDS: Information about careers - Knowledge of the kind of information needed.

OBJECTIVE(S):

After completion of the following activities, students will be able to:

1. Name at least five factors about an occupation that should be known before entering the occupation.
2. List five available high school courses that should be studied in order to enhance chances of success in the occupation.

SUGGESTED ACTIVITIES/STRATEGIES:

During a group guidance session the guidance counselor or other individual should ask the students to name an occupation for detailed study and complete Attachment 9 for studying the occupation. Students should use resources such as the **Occupational Outlook Handbook, Dictionary of Occupational Titles, South Carolina Career Guide**, South Carolina Occupational Information System, etc. for researching at least one occupation.

Share a complete list of course offerings in your local high school/vocational center. Help students relate each of these to educational requirements in the occupation. Have students prepare a list of the more important skills needed in the occupation. Encourage students to use other resources such as the library, observations and interviews with persons in these occupations. Have students complete this project during independent study. Conduct follow-up counseling sessions and have students discuss the results of their findings.

RESOURCES/PREPARATIONS NEEDED:

1. Arrange for the counseling sessions.
2. Provide and have students complete study forms.
3. Provide students with copies of listed resources.
4. Assist students in the use of other resources: South Carolina Occupation Information System, personal interviews, etc.

EVALUATION:

1. Have students name five requirements of the occupations studied.
2. Have students name five available courses that will help prepare them for selected occupations.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

Have students to divide themselves into groups. Have each group select an occupation and compare the work one might have to do in the year 2000 in this occupation with the kind of work one would do in the occupation now. Have each group report its findings. Has specialization or automation changed these jobs? Are different skills involved today?

Attachment 9

SUGGESTED FORM FOR STUDYING AN OCCUPATION

Name ________________________________
Date ________________________________

Complete the blanks or underline either **yes** or **no**.

I. Classification of the Job
  A. General ________________________________
  B. Specific branch ________________________________
  ____
  C. Name of the particular job ________________________________
  ____

II. Description of the Work on the Job (List a minimum of five duties.)
  A. ________________________________
  B. ________________________________
  C. ________________________________
  D. ________________________________
  E. ________________________________
  F. ________________________________
  G. ________________________________
  H. ________________________________
  I. ________________________________
  J. ________________________________

III. Education or Training Needed for the Job
  A. What skills do you need?
    1. ________________________________
    2. ________________________________

  B. What courses in high school would help to prepare you for this job?

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

  C. Where can you get the training needed for this job?

    1. ________________________________
    2. ________________________________
    3. ________________________________

IV. Personality Traits, Interests, Aptitudes, etc., Needed for the Job

  A. ________________________________
  B. ________________________________
  C. ________________________________
  D. ________________________________

E. ____
F. ____
G. ____
H. ____
I. ____
J. ____

V. Demand for Workers in This Job
A. Are additional workers needed now in this occupation? Yes or No
B. Will still more workers be needed in the future? Yes or No
C. Is it considered a bright future, status quo, or dead end job (Underline which)? Yes or No

VI. Promotion
A. Are there opportunities for promotion? Yes or No
B. What appear to be the steps of promotion? Yes or No
1. ____
2. ____
3. ____
4. ____

C. Must one get additional training to qualify for promotion? Yes or No
1. Formal Yes or No
2. Informal Yes or No
3. Apprentice Training Yes or No

D. Are there related occupations to which this job may lead either with or without more training?

What are some of these? ______________ ______________
______________ ______________

VII. Earnings
A. Beginning wage (Underline per hour, per day, or per week) $__________
B. Wage earned by most of the workers $__________
C. Highest wage $__________
D. Is there usually a vacation with pay? Yes or No
E. (Other benefits) ____________________________________
____

VIII. Hours of work
A. How many hours on the average would one work in this job?
1. Daily __________
2. Weekly __________
B. Is there additional pay for overtime work? Yes or No
C. Are there seasonal lay offs? Yes or No

Attachment 9 Cont'd.

IX. Health and Safety
- A. Are there health dangers involved? Yes or No
  If so, what kinds? ____
  ____
- B. Is there a high accident rate on this job? Yes or No
- C. What safety precautions must be taken?
  1. Wear protective clothing? Yes or No
  2. Check guards on the machines and equipment? Yes or No
  3. Obey safety rules of the firm? Yes or No

X. Employee Organizations of a Full-Time Worker
- A. Would you be expected to join a union? Yes or No
- B. Would you be expected to join an employee organization other than a union? Yes or No

XI. Service to the Community (How do workers in this job serve the community?)
- A. ____
- B. ____
- C. ____
- D. ____
- E. ____

XII. Firms in Our Town or Country Where This Type of Job Would Be Available (List a minimum of three.)
- A. ____
- B. ____
- C. ____
- D. ____
- E. ____

XIII. Sources of Information Used to Make This Study (List a minimum of three.)
- A. Title ____
  Publisher ____
  Date Published ____
- B. Title ____
  Publisher ____
  Date Published ____
- C. Title ____
  Publisher ____
  Date Published ____
- D. Additional Means
  1. ____
  2. ____

Attachment 9 Cont'd.

XIV. How Does This Job Interest You?

Appealing________ Disappointing___________ No Interest_________

Why? ____
____
____
____
____

XV. Other Information

____
____
____
____
____

MAJOR THRUST: Career Development **GRADE LEVEL:** 7-12

NEEDS: Information about careers - How to relate information to self.

OBJECTIVE(S):

After completion of this activity, the students will become acquainted with the type of job they would like to have and examine the importance placed on a list of factors in choosing a job.

SUGGESTED ACTIVITIES/STRATEGIES:

The guidance counselor or other individual should guide the student in a discussion to explore some of the following questions.

1. In what kinds of jobs will I most likely find steady employment in the future?
2. How can one increase the range of jobs for which one might be qualified?
3. How can one acquire the necessary background to insure that one will have a range of choices concerning occupations in the future?
4. What kinds of knowledge and skills seem basic to nearly all kinds of jobs? How can one acquire these? Which of these can one acquire in one's local high school?
5. Do **English, mathematics**, and **science** seem to be **basic courses** in job preparation? Why?
6. "What effects will automation have on the employment outlook?"

Have students define and make a list of dead-end jobs, status-quo jobs, and bright-future jobs.

A. **Dead-end:** the employment opportunities for these jobs are not keeping up with the population growth. In many cases these jobs are decreasing in numbers. Most of the dead-end jobs will exist at the end of the decade but there will be greatly increased competition.

B. **Status-quo:** The employment opportunities for these jobs are keeping up with the population growth.

C. **Bright-future:** The employment opportunities for these jobs are increasing faster than the population growth.

Ask students to assume themselves ten years older than now, married and with one child. They should describe their "wants" for this situation. What kind of monthly salary will it take to satisfy these wants? Does this have any implications for educational goals?

Have students identify the type of job they would like to have by checking the importance scale (Attachment 10).

RESOURCES/PREPARATIONS:

1. Arrange for a counseling session.
2. Prepare copies of importance scale factors.

EVALUATION:

Have students compare their job choices with factors on importance scale.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

During group counseling sessions, have students discuss and solve the following:

1. Set up a committee to scan newspapers, magazines, etc., for new products or services announced throughout the year. As they report periodically, discuss the effects of these goods or services on occupational opportunities.
2. Set up a household budget for a family of five. As you make allowances for outgo (food, clothing, shelter, transportation, amusements, recreation, medical and dental expenses, educational, and miscellaneous expenses), try to make a list of types of occupations made possible because people must spend money for these items.
3. Tell students to assume that they have an allowance of $50 per month. Ask them to set up a budget to cover all their expenses including clothes and lunches for this amount.
4. John Parker gets his weekly allowance on Saturday. By Tuesday of the following week he is usually broke. He tries to borrow money for the rest of the week from his parents. What advice might you offer to John?
5. Many young married couples have little money to spend and yet have many expenses. Sometimes this leads to unhappiness. What would you advise these young couples to do?

Attachment 10

IN TRYING TO IDENTIFY THE TYPE OF JOB YOU WOULD LIKE TO HAVE, HOW MUCH IMPORTANCE DO YOU PLACE ON THE FOLLOWING FACTORS?

	Extreme Importance	Great Importance	Some Importance	Little Importance	No Importance
PUBLIC CONTACT -- Have a lot of day-to-day contact with people					
JOB TRANQUILITY -- To avoid pressures and "the rat race"					
HIGH EARNINGS ANTICIPATED -- enough money to buy essentials and luxuries					
INDEPENDENCE -- Have a high degree of control over what I do					
STATUS -- The position I have carries respect with my friends, family and community					
TIME FREEDOM -- Ability to work my own time schedule; flexible working hours					
HELP OTHERS -- Be involved helping other people in a direct way					
WORK WITH OTHERS -- Have close working relationships with a group; work as a team toward common goals					

Attachment 10 cont'd.

IN TRYING TO IDENTIFY THE TYPE OF JOB YOU WOULD LIKE TO HAVE, HOW MUCH IMPORTANCE DO YOU PLACE ON THE FOLLOWING FACTORS?

	Extreme Importance	Great Importance	Some Importance	Little Importance	No Importance
SECURITY -- Be assured of keeping my job					
MAKE DECISIONS -- Have the power to decide courses of action, policies					
POWER AND AUTHORITY -- Control the work activities or influence the decisions of other people					
RECOGNITION -- Be recognized for the quality of my work in some visible or public way					
LOCATION -- A place which is compatible with my life style and affords me the chance to do the things I enjoy					
ADVANCEMENT -- The opportunity to work hard and make rapid career advancement					
SUPERVISION -- Have a job in which I am directly responsible for work done by others					

Attachment 10 cont'd.

IN TRYING TO IDENTIFY THE TYPE OF JOB YOU WOULD LIKE TO HAVE, HOW MUCH IMPORTANCE DO YOU PLACE ON THE FOLLOWING FACTORS?

	Extreme Importance	Great Importance	Some Importance	Little Importance	No Importance
CREATIVITY (GENERAL) -- Create new ideas, programs, etc., not following a format previously developed by others					
MORAL FULFILLMENT -- Feel that my work is contributing significantly to a set of moral standards which I feel are very important					
AESTHETICS -- Be involved in studying or appreciating the beauty of things					
KNOWLEDGE -- Engage in the pursuit of knowledge, truth and understanding					
WORK UNDER PRESSURE -- Work under strict time constraints and have the quality of my work judged critically by others					
FRIENDSHIPS -- Develop close relationships with people as a result of my work					

Attachment 10 cont'd.

IN TRYING TO IDENTIFY THE TYPE OF JOB YOU WOULD LIKE TO HAVE, HOW MUCH IMPORTANCE DO YOU PLACE ON THE FOLLOWING FACTORS?

	Extreme Importance	Great Importance	Some Importance	Little Importance	No Importance
CHALLENGING PROBLEMS -- Does not have to be "essential to the survival of the human race," but should provide challenging problems to solve and avoid routine					
CREATIVE EXPRESSION -- Opportunity to express my feelings and ideas in a creative manner					
CHANGE AND VARIETY -- Have work responsibilities which frequently change in their content and setting					
COMMUNITY -- Live in a town or city where I can get involved in community affairs					
PROFESSIONAL STATUS -- Be regarded as a person who is an acknowledged "expert" in a given field					
EXERCISE COMPETENCE -- Opportunity to involve myself in challenging endeavors					

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IN TRYING TO IDENTIFY THE TYPE OF JOB YOU WOULD LIKE TO HAVE, HOW MUCH IMPORTANCE DO YOU PLACE ON THE FOLLOWING FACTORS?

	Extreme Importance	Great Importance	Some Importance	Little Importance	No Importance
INFLUENCE PEOPLE -- Be in a position to influence attitudes or opinions					
HELP SOCIETY -- Do something to contribute to the betterment of the world					
WORK ON FRONTIERS OF KNOWLEDGE -- Be involved in hard science or human research					
PRECISION WORK -- Work in situations where there is very little tolerance for error					
EXCITEMENT -- Experience a high degree of (or frequent) excitement in my work					
ARTISTIC CREATIVITY -- Engage in creative work of an artistic nature					
AFFILIATION -- Be recognized as a member of a particular organization					
PHYSICAL CHALLENGE -- Have a job that makes physical demands which challenge my abilities					

Attachment 10 cont'd.

IN TRYING TO IDENTIFY THE TYPE OF JOB YOU WOULD LIKE TO HAVE, HOW MUCH IMPORTANCE DO YOU PLACE ON THE FOLLOWING FACTORS?

	Extreme Importance	Great Importance	Some Importance	Little Importance	No Importance
WORK ALONE -- Work without any significant contact with others					
STABILITY -- Have a work routine and job duties that are largely predictable and not likely to change					
ADVENTURE -- Have work duties which involve frequent risktaking					
COMPETITION -- Engage in activities which pit my abilities against others where there are clear win or lose outcome					

MAJOR THRUST: Career Development **GRADE LEVEL:** 7-9

NEEDS: Information about careers - How to relate information to self.

OBJECTIVE(S):

After completing the personal data sheet, students will be able to discuss with the counselor the following questions:

1. What kind of life do you want?
2. In what kinds of jobs are you interested?
3. What courses will you take in high school?
4. Will you plan to continue your education after high school? Where?
5. What are your abilities?
6. What character and personality traits have you developed?

SUGGESTED ACTIVITIES/STRATEGIES:

Have students complete personal data sheet (Attachment 11). Ask students to write an autobiography of 500 words in length. The outline for the autobiography is as follows:

1. My Early Life
   a. Where and When Born
   b. Earliest Remembrances
   c. Early Experiences
2. My Family
   a. Size of Family
   b. Number of Brothers and Sisters
   c. Favorite Family Pastimes
3. My Friends
   a. Who They Are
   b. Things We Do Together
4. My School Experience
   a. Early School Life (1st through 5th grades)
   b. Recent School Experiences (5th through 8th grades)
5. My Likes and Dislikes
   a. Likes
   b. Dislikes
6. My Goal For the Future
   a. Educational
   b. Occupational
   c. Other

Conduct individual or small group counseling sessions with students to outline ways in which information about self can be related to career decisions.

RESOURCES/PREPARATION:

1. Arrange for sessions.
2. Provide and have students complete personal data form.
3. Give students outline for autobiography and ask them to write their autobiography.

EVALUATION:

Students will make a career folder to keep track of career plans.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

Discuss with students reasons for considering more than one occupation in making career plans. Ask students to develop an educational and occupational plan for successful entry into an occupational choice. Review plans with students to assess the reality of the plan.

Attachment 11

STUDENT PERSONAL DATA FORM

To the Student:

The purpose of this form is to bring together essential information about you, so that your counselor will know you better. Answer the questions frankly and completely as possible. The forms are for confidential use only.

Name ______________________________________ Age ____________
Home Address _________________________________ Phone ________
Place of Birth __________________________ Date of Birth _______
Father's or Guardian's Name ___________________________________
Father's Occupation_____________________ Highest Grade Completed ___________
Mother's Occupation ___________________ Highest Grade Completed __________

Older brothers and sisters:

Sex (M or F)	Approximate Age	Highest Grade Completed	Occupation
____________	_____________	_____________	____________
____________	_____________	_____________	____________
____________	_____________	_____________	____________

Was your last year's scholastic standing high? __________ above average?__________ average? _____________ below average ____________ low? __________ (check one)

List the subject that:

You like best:	You dislike most:	Is easiest:	Is hardest:
___________	_____________	_____________	____________

Do you plan to graduate from high school? ______________________

What career goal have you set for yourself? _____________________

____

____

____

MAJOR THRUST: Career Development **GRADE LEVEL:** 9-12

NEEDS:

Experiences in the decision-making process - career decisions, educational decisions, personal decisions.

OBJECTIVE(S):

Upon completion of the following activities, students will be able to explain the relationship between the decision making process and their future career and educational plans.

SUGGESTED ACTIVITIES/STRATEGIES:

During a group or class session emphasize the following points with students?

1. Everything we do is a matter of decision/choice: (1) Turn right or left (2) Drive fast or slowly (3) Work hard or goof off. Think of the thousands of individual choices you make every day of your life.
2. Choices set your pattern of behavior and of accomplishment. Choices greatly influence your life, your success, and your happiness.
3. The extent of your formal education is an important choice. If you acquire a college education, it will be a matter of choice.
4. The choice of a career is important. The choice of where you work is important. So is your choice of how you will perform on your job.
5. Your success will depend upon decisions you make and the goals you set for yourself and your willingness to work toward achieving them.

Discuss with the students that choosing a career or further educational training is a decision-making process. Students should learn about themselves with regard to their interests, abilities, skills and values in order to make appropriate decisions.

Complete the following activities with students:

1. Review steps in decision-making process. (See Guidance and Counseling Section: Assistance in Setting Career Goals).
2. Brainstorm with students some of the factors that will have to be considered in making decisions for education and a career choice: skill, wages, hours, training requirements, etc.
3. Distribute the worksheet Factors Important To Consider Before Choosing A Career (Attachment 12).

4. Review the meaning of each of the listed factors. Be sure students know the meanings.
5. Have students complete worksheet.
6. Review results of worksheet with students:
   a. Why do you think people pick certain jobs?
   b. Was it difficult to rate certain factors?
   c. Discuss choices, especially the not-sure, undecided ones. Give alternatives.
   d. What choices were ranked most important? Why?

RESOURCES/PREPARATIONS:

1. Make arrangements for group sessions.
2. Become familiar with the decision making process.
3. Become familiar with the meaning of factors to consider choosing a career.
4. Prepare adequate number of handouts.

EVALUATION

Have students explain the decision making process relative to their future plans.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Emphasize to students the importance of looking at education as a lifelong process.
2. Illustrate from biographies of well known persons the influence that work and education has on the lives of these people.
3. Have students write an "occupational epitaph" for their tombstone.

Attachment 12

IMPORTANT FACTORS TO CONSIDER BEFORE CHOOSING A CAREER

DIRECTIONS:

Rate each of the following on a scale from 1 to 10: 1 - not important, and 10 - very important.

FACTOR	DEFINITION or EXAMPLE	RATING
job responsibility		
setting		
work environment		
salary		
stability		
advancement		
hours		
leisure time		
benefits		
creativity		
secure future		
schedule		
education/training		
skills needed		
routine tasks		

MAJOR THRUST: Career Development **GRADE LEVEL:** 7-12

NEEDS:

Career exploration or simulation experiences of the work/vocational training settings.

OBJECTIVE(S):

Upon completion of the following activities, students will be able to name five qualities necessary for success on a job in the local community.

SUGGESTED ACTIVITIES/STRATEGIES:

The placement coordinator, guidance counselor, or other individual should involve students in a "circle of knowledge." Students participating should divide into circles (teams). Each person participating in the "circle of knowledge" must respond to a question. No other students can respond for the individual, but they can give hints by pantomiming or acting out. Students will need pencils and be given the following instructions.

1. Select one member of each team to act as recorder. The recorder will not participate in the circle.
2. Sit around the table and prepare to respond to the questions such as "What qualities are necessary to insure job (name a job) success at a local business or industry (give the firm's name)."
3. As soon as the facilitator says "Go," begin in clockwise fashion to respond to the question in each circle.
4. The recorder will list the answers.
5. The facilitator will call time.
6. Now, the recorder of each group will, in turn, call out the qualities one at a time they have listed. If someone names a quality listed on the other group's list it should be crossed out. Continue until all have been named. If one group wishes to challenge another team's answer, the facilitator will act as moderator. If one group challenges correctly, that team gains five points. If one group challenges incorrectly, that team loses five points. If one team challenges another team and is judged correct, the team which sponsored the answer loses ten points. Each correct response whether or not another team listed it also, is worth ten points.
7. The total points for each team should be computed.

After students have listed several qualities necessary for job success in the local economy, discuss with students the methods for obtaining these prerequisites for job success. Discuss with them the educational and skill training opportunities available in the local area that may prepare for these jobs.

RESOURCES/PREPARATIONS NEEDED:

1. Prepare for sessions with students.
2. Compose a group of questions that may be used in the "circles of knowledge" relative to jobs in the local economy. The aim is to allow students to mentally examine job settings in the local area.
3. Become familiar with the rules of the "circle of knowledge."

EVALUATION:

Name five qualities that are important to job success.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. After completing "circle of knowledge," ask students to identify kinds of abilities possessed by people described in the following paragraph.

   "Gerald has always been a whiz in school and always gets A's on his report card. When something goes wrong in school, the principal asks George to work on it. David won the Most Valuable Player Award during last year's county basketball tournament. Nancy has shown many of her paintings at the fair and in art exhibits in our area. John has been selected to attend the Governor's School for an enriched science course next summer. Bill is one of the finest, best liked and best all around boys in school."

Have students analyze physical, mental, creative, social, scientific, mechanical, clerical or creative abilities of each student listed in the paragraph above. Discuss abilities needed for the following jobs:

a. Teacher
b. Carpenter
c. Pianist
d. Loom fixer
e. Surgeon
f. Zoo keeper
g. Lumberman
h. Rancher
i. Brick mason
j. Dentist
k. Pneumatic drill operator
l. Jeweler
m. Shoe repairer
n. Bookkeeper
o. Truck driver
p. Janitor
q. Secretary

2. Discuss the following with students during a group discussion:

a. Which of the abilities discussed above is most important to the following?

(1) Painter
(2) Shoe store clerk
(3) Bill collector
(4) Minister
(5) Doctor
(6) Engineer
(7) Librarian
(8) Guitarist
(9) Reporter
(10) Receptionist
(11) Pilot
(12) Lifeguard
(13) Babysitter
(14) Mechanic
(15) Patrolman
(16) Race car driver
(17) School principal
(18) Variety store clerk
(19) Lawyer
(20) Golfer
(21) Cook

b. Why do so many jobs require social ability?
c. How can you find out whether you have special abilities?
d. What kinds of jobs require lots of different abilities? Name some of them.
e. What abilities can be learned or developed in your own local high school?
f. Are people judged by their abilities?
g. Are some abilities worth more than others? Why?
h. How can you improve your social ability in high school?

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Recruitment
Consultation
Guidance and Counseling
Career Development
Follow-Up and Follow-Through
Placement

Recruitment

RECRUITMENT

Recruitment Needs:

1. Awareness of vocational education training programs offered at the high school level
    a. Students' awareness
    b. Parents' awareness
    c. Educators' awareness
    d. Community awareness

2. Sufficient information about vocational education programs to enable students to decide whether vocational education is in consonance with their future plans
    a. Training and other program requirements
    b. Employment trends of related occupations
    c. Nature of work and working conditions
    d. Earnings and lifestyles of workers in related occupations

3. Advocation of vocational student needs in the formulation and implementation of admissions and scheduling policies
    a. Collaboration with administrators
    b. Collaboration between feeder school counselors and vocational training center counselors and teachers

4. Provisions for the accommodation of special populations in vocational education
    a. Handicapped students
    b. Disadvantaged students
    c. Females (with respect to traditionally "male programs") and males (with respect to traditionally "female programs")
    d. Member of minority groups
    e. Persons of limited English-speaking ability
    f. Out-of-school youth and adults

Recruitment is the process of communication between representatives of vocational education and the potential vocational education student relative to enrollment in the program. It includes activities in determining the student's needs relative to program offerings, informing the student of the programs and services available, educating the student about the nature of the occupations for which training is to be provided and facilitating the application and accommodation into the program. These services should be provided in an unbiased manner irrespective of sex, race, color, national origin or handicapping conditions.

Vocational education operates as an integral part of the total educational delivery system to benefit both individuals and society. Its main purposes are to: (1) provide individuals with the skills they need to attain economic freedom (2) enhance the productivity of local, state and national economy. Since vocational education has a twofold responsibility to serve the needs of the individual and the economy, vocational counselors must provide assistance to potential students in making career decisions that enable them to attain self fulfillment and satisfaction as well as occupational success. In addition, the counselor must bear in mind the need to maintain a balance in society between labor supply and demand so as to make optimum use of human resources in recruitment activities for vocational education. Recruitment is not an exercise in "overly persuading" or "arm-twisting" to get students to enroll in vocational programs. It involves activities that provide the student, the parent, community leaders and others information about available programs so that they can make informed choices consistent with their career goals.

Information about all programs should be made available to all potential students. Certain information should be provided according to Section 59-53-1960 of the Education Improvement Act.

"Students must be advised prior to enrollment in a job preparatory program of possible discontinuation of the program, if placement data indicate possible discontinuation, and of the employment outlook for graduates of the program. Students enrolling in vocational programs which are not preparatory for employment must be clearly advised of this fact by the school district."

While providing the potential student with information about the vocational education program and getting him/her to apply for it is one responsibility of vocational guidance, another major responsibility is the advocation of admissions and scheduling policies in order to accommodate students into the programs according to their needs, including those with special needs. In establishing admissions policies, selection criteria, and program schedules, administrators and curriculum planners must consider a number of factors. The role of vocational guidance is to assure that the advocacy needs of all students are considered.

Some suggested activities/strategies that may be implemented to meet the needs in recruiting for vocational education follow this narrative.

MAJOR THRUST: Recruitment **GRADE LEVEL:** 7-10

NEEDS: Awareness of Vocational Programs

OBJECTIVE(S): The students completing the suggested activity will be able to:

(1) Make the best possible course selection, educationally and vocationally, for the development of their aptitudes and interests that the school has to offer.
(2) Identify the vocational programs offered at the high school level in the district.
(3) Select three choices of vocational courses for consideration of program enrollment in the future.

SUGGESTED ACTIVITIES/STRATEGIES: Tours

The vocational center or high school with vocational programs should coordinate periodic tours to show their programs of studies. This is best done by classes or small group arrangements to ensure that all potential vocational education students receive exposure. There should always be classroom or lab activity in progress during the tour. The best guides for the tour would be your best informed students. The tour should proceed from area to area in a systematic procedure with the visitors receiving as much hands-on activity as feasible. The instructors or student designees should be prepared to provide the visiting students with information about the program such as course length, training activities, job opportunities, related occupations, life styles, etc. At the end of the tour, the visiting students should meet as a group and a representative of the school should answer any questions that they may have about the programs. The students may complete Attachment 1 and review the answers with the school representative. Attachment 2 should be completed by the visiting students and collected for planning further guidance and counseling sessions with the students.

RESOURCES/PREPARATIONS NEEDED:

1. The tour should be well planned in advance.
2. The activity should be on the calendar of all the schools involved.
3. School administrators and teachers involved in this activity should receive a briefing on the purposes and strategies for the activity.
4. Handouts, brochures, and other materials relative to the vocational programs should be made available for the visitors.
5. The results of the evaluation should be sent to the appropriate staff member.
6. Coordinate transportation to the vocational center if it is needed.
7. The tour guides should have a training session to prepare for this activity.
8. During a faculty meeting, outline strategies for conducting the tour with all vocational education staff members and personnel.

EVALUATION:

1. The students should complete the vocational program synopsis to test their knowledge of program offerings. The results should be reviewed with the students during discussion.

2. The students should complete the survey form at the end of the tour (Attachment 2).

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Distribute information about vocational programs by using bulletin boards, posters, brochures, display projects, awards information, etc.

2. The counselor may conduct small group guidance sessions with any interested students. Current vocational students should be asked to participate and relate their personal experiences.

3. A brief description of vocational school offerings might be published in the local paper.

4. Throughout the school year, time permitting, public address system announcements could be made describing vocational programs.

5. Develop cassette and filmstrip or video presentations on the vocational programs and make them available to school libraries, media centers, and guidance departments. These visual presentations may also be used to provide small groups and classes with information about the vocational program offerings.

Attachment I

VOCATIONAL PROGRAMS SYNOPSIS

Please match the vocational program with the appropriate alphabet designation.

- An instructional program that prepares students to repair body and fenders of automobiles and light trucks.

- An instructional program that prepares individuals to install, assemble, and repair, pipes fittings and fixtures of heating, water and drainage systems according to codes and specifications.

- A program which is designed for students who wish to pursue careers in the sales, marketing and merchandising of goods and/or services.

- An instructional program that prepares individuals in a general way to produce, protect and manage timber and specialty crops.

- Training in the care and guidance of young children relative to the physical, social, emotional and mental development.

- An instructional program that prepares individuals to layout, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools.

- An instructional program that prepares individuals to care for and beautify hair by giving shampoos, rinses, scalp treatment; and styling, cutting, dyeing, tinting, permanent or waving and bleaching hair.

- A program designed to instruct individuals in repair and maintenance of farm equipment and machinery.

- A program designed to acquaint students with the many opportunities in the health care field.

- Training to become a technician who performs a variety of duties before, during and after surgical and/or delivery procedures.

A. Plumbing
B. Auto Body
C. Health Occupations
D. Child Care
E. Cosmetology
F. Operating Room Technician
G. Marketing and Distributive Education
H. Forestry
I. Building Construction
J. Agricultural Mechanics

Attachment 2

ANYWHERE AREA VOCATIONAL CENTER

NOT AN APPLICATION

This survey is to be **completed** and **returned** to your **counselor** who will help you evaluate your interests, abilities, and aptitudes. **Please respond** to this survey as frankly and honestly as possible.

DIRECTIONS: Review the course offerings. If you have an interest in taking a vocational program, please print your choices of occupational training on the lines provided below.

AGRICULTURE

- Agricultural Mechanics
- Horticulture

BUSINESS EDUCATION

- Accounting and Computing Occupations
- Administrative Support Occupations

MARKETING & DISTRIBUTIVE EDUCATION

- Marketing & Distribution Education
- Fashion Merchandising

FOOD SERVICES

HEALTH OCCUPATIONS

- Introduction to Health Occupations
- Licensed Practical Nursing

TRADE AND INDUSTRY

- Air Conditioning, Refrigeration and Heating
- Auto Body Repair
- Auto Mechanics
- Building Trades (Carpentry)
- Cabinet and Mill (Cabinet Making)
- Cosmetology
- Diesel Mechanics
- Industrial & Residential Electricity
- Industrial Sewing
- Institution/Industrial Maintenance
- Land and Marine Engines
- Machine Shop
- Masonry
- Graphic Communications (Printing)
- Welding

DIRECTIONS: Check (X) to indicate your answer to the following questions.

Yes ____ No ____ Do you have access to information about the occupations you have considered?

Yes ____ No ____	Are you familiar with the employment possibilities in the area in which you live?
Yes ____ No ____	Have you discussed your future vocational plans with your parents or guardian?

You must see your counselor to obtain additional information about the training programs.

NAME ______________________________________ GRADE _____________

HOMEROOM ____________ SCHOOL ____________________________________

MAJOR THRUST: Recruitment **GRADE LEVEL:** 7-10

NEEDS: Awareness of Vocational Programs

OBJECTIVE(S): The students completing the suggested activity will be able to:

1. Through group participation, participate in discussion that will enable personal thinking to assist in the vocational decision-making process.
2. Choose the program that may be most compatible to their personalities.
3. Participate in a prerequisite briefing on all programs before undertaking a tour.

SUGGESTED ACTIVITIES/STRATEGIES:

Group Presentations Using Slides, Tapes, Brochures, Etc.

The career center counselor will visit as many grades in feeder schools as feasible prior to any tour being taken. The counselor, along with the aid of a vocational student, will show slides, video tapes, or other media to spotlight the center/school and other pertinent information relative to course selection. Emphasis can be placed on course descriptions and employment trends and projections. The slides and tapes should highlight the programs offered at your center/school. It is very important that the student aide be allowed to participate in the presentation. The aide could be used as a presenter. This classroom activity should be coordinated with each high school principal and each classroom teacher involved. You may solicit community opinion setters to help with this activity. This should be a year-round activity. Each student should complete the student application which is Attachment 3. This application will be kept on file in the counselor's office to help in future planning and allow the counselor information for use in setting up future tours.

Attachment 4 is an example used prior to the visit. The notice can be sent to grades 7 thru 10 and the visit can be made in any class during different periods. This will depend on your specific situation. Attachment 5 is a follow-up example preparing for a specific visit. This may be altered to apply to any particular situation.

RESOURCES/PREPARATIONS NEEDED:

1. Develop necessary aids needed for the presentation.
2. Maintain a pool of student presenters to help whenever possible.
3. Use successful completers to supplement the presentation if you have access to these people.
4. Try to give some live demonstrations.
5. Work with small groups (25 to 35). This will vary.
6. Hand out brochures and pamphlets relating to your vocational programs.
7. Be prepared to answer any and all questions relative to the vocational center/school.
8. Always remember to coordinate the activity with the principal and the classroom teachers that will be involved.
9. Show all students how they would profit from enrolling in a course at the vocational center.

EVALUATION:

1. The student may complete the student application form at the end of the presentation. The results will be used in setting up an orderly, well organized tour (Attachment 3).

2. The students may be asked to write a very brief summary about what they have learned from the presentation.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. It will be very important to work with other school guidance personnel to encourage them to provide worthwhile experiences related to the world of work to help show the importance of the vocational programs in your school.

2. Constantly stay in communication with the schools and stress that college-bound as well as the non-college-bound students benefit from vocational education.

3. Contact your local radio station and local media persons to help produce and promote your classroom activities.

4. Always follow-up your presentations with a newspaper write-up or certainly some kind of publicity effort to let the community know what you are doing.

5. Encourage the participants in your presentations (students) to visit the guidance office for additional information.

6. SCOIS (South Carolina Occupational Information System) should be utilized with the grades you are working with in order that they can become familiar with the kinds of information available to them through this system.

Attachment 3

STUDENT APPLICATION

Anywhere Career Center
School Year 19__ - 19__

1. Name ____________________ 2. Address ______________________
(Street/Route Number)

3. Present Class: Soph. ____ Jr. ____ ______________________
(City) (State) Zip)

4. Date of birth ___________ 5. Feeder School: Br Pkr Tr
Circle one)

6. Physical Handicap? Yes ____ No ____ If "yes" describe in detail ____

7. List high school honors received, offices held, and/or activities: ____

8. Vocational Class desired (Circle one):

9. List second choice:

Air Conditioning
Auto Body Repair
Auto Mechanics
Bldg. Construction
Cosmetology
Drafting & Design
Electricity
Graphics (Printing)

Health Occupations
Tailoring/Ind. Sewing
Machine Shop
Masonry
Plumbing/Pipefitting
Small Engine Repair
Textile Manufacturing

10. What are your plans after graduation?
   a. Continue education ________________
   b. Get a job ___________________________
   c. Enter armed services ______________
   d. Other (describe) __________________

11. Student signature __________ 12. Parent Signature ________

FOR OFFICE USE ONLY

Date of Interview: ___________ GPA _____ Placement _____________

Comments:

All vocational courses are open to both males and females.

Attachment 4

Anywhere Career Center
Highway 44
Anywhere, South Carolina 29000

To: Anywhere High School Tenth Grade Economic Teachers

From: Mary Jones, Career Center Counselor

Date:

Subject: Pre-Registration Career Information

I will be visiting in your classrooms to present a slide presentation on the Anywhere Career Center and answer any questions that the students may have about career education. I will also have a general information survey for them to complete. The following is a schedule for my visitation:

Friday, February 13, 19__ - Mr. Senior - 5

Monday, February 16, 19__ - Mr. Jones - 1, 2, 4, 5, 6
Mrs. Moore - 3

Tuesday, February 17, 19__ - Mr. Teacher - 1, 2, 3, 5
Mr. Simpson - 4, 6

Wednesday, February 18, 19__ - Ms. Peterson - 3, 4, 5

Any suggestions that you may have to aid in this activity are greatly appreciated.

Attachment 5

Anywhere Career Center
Highway 44
Anywhere, South Carolina 29000

To: Anywhere High School Tenth Grade Homeroom Teachers

From: John Jones, Anywhere High Principal
Mary Jones, Career Center Counselor

Date: February 26, 19__

Subject: Tenth Grade Homeroom Student Visitation to the Career Center

The tenth graders have seen a slide presentation on their career center and have heard the Career Education Story. It is now time for the students to visit the career center. The homeroom teachers will accompany their students to the career center at the end of the homeroom period, following the schedule below. Someone will meet you at the side entrance upon your arrival at the center. The following is the schedule.

Tuesday, March 9, 19__	Homeroom A, B, C, D
Wednesday, March 10, 19__	Homeroom E, F, G, H
Thursday, March 11, 19__	Homeroom I, J, K, L

The students will be at the center from 8:45 a.m. to 11:44 a.m. They will be assigned classes according to the choices each made during the slide presentation. The assignments will be made after the student arrives at the center.

MAJOR THRUST: Recruitment **GRADE LEVEL:** 7-10

NEEDS: Awareness of Vocational Programs

OBJECTIVE(S): The parents or community patrons completing the suggested activity will be able to:

1. Acquire the necessary information for them to make wiser decisions pertaining to the importance of vocational education in the total educational process.
2. Identify the skills necessary for the young students in the community to become worthwhile, productive members of the working society.
3. Interpret what career planning is and what courses are offered at the career center.

SUGGESTED ACTIVITIES/STRATEGIES: Parent and Community Inservice

This activity will involve every parent and community patron. It will be done with small groups over a period of time. The size of the group and the time needed will depend on the individual schools. You can begin by inviting the parents of your seniors. This can be done by inviting specific classes or all seniors. The next group would be Juniors, Sophomores, etc. You should remember that this is a public relations tool and not specifically geared to recruiting. The results will certainly enhance all recruiting activities. You should invite all parents with a written notice. This should be followed with a telephone call to verify the exact people that will be present. You should also have a list of opinion setters and the same procedure should be followed with them. You should try to have at least 100 people to participate each time you set up this activity. They will become participants just like regular students and will follow rules and regulations that apply in the classroom and lab area. Each adult will be assigned one specific trade area for approximately two hours. This activity should be held after the regular school hours or during an inservice day. The instructors should plan work that will produce something that the parents and patrons can take home with them. The participants should each receive an outline showing what is required of a graduate in the school district and how their children may use this information for future planning.

RESOURCES/PREPARATIONS NEEDED:

1. The administrators should be sold on the importance of this activity.
2. This activity will require a great deal of planning and coordination before beginning.
3. School image should be worked on by keeping grounds clean, walls painted, ceilings repaired, etc.
4. The instructors should have a thorough understanding of what activities are to take place and how they are to be done.
5. This activity should be done at least twice a year so that as many people may be involved as possible.
6. Live projects must be worked on as much as possible.
7. Provide visitors with information on opportunities that come after graduation.
8. Promote the idea that everyone can benefit from learning a trade.

EVALUATION:

1. The inservice rating sheet will be completed by the parents and patrons. The results will be tabulated and used for future decision making processes related to the school and community (Attachment 6).

2. An informal question and answer session will be held by each instructor with the people in their class before the class is over. The results will be recorded by the instructor and reported to the administration.

3. The witness of more community and parent involvement in vocational school activities will indicate possible program success.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Provide parents with information on making application for financial aid to post-secondary study.

2. Present a slide orientation meeting to the parents/patrons before their inservice activity.

3. See that each participant receives an information booklet.

4. Emphasize with the parents that sex bias and stereotyping are to be eliminated in this activity.

5. Invite the local newspaper to have one of their writers participate in the program and write an article on their experience.

6. The local radio station may be willing to do a few remote broadcasts from the school during the inservice. Participants could be interviewed as they work on live projects.

7. The open house concept is a good idea and at least two open houses should be held each year apart from other adult activities.

8. The involvement of business and industry in school life should be encouraged as often as possible.

Attachment 6

Anywhere Career Center
Highway 44
Anywhere, South Carolina 29000

INSERVICE RATING SHEET

(Circle one: 1-Excellent, 2-Very Good, 3-Good, 4-Average, 5-Below Average, 6-Dull)

1.	The inservice activity was interesting, informative, and worthwhile.	1	2	3	4	5	6
2.	The inservice gave a break from the usual tedious routine.	1	2	3	4	5	6
3.	I would recommend similar inservice activities for all.	1	2	3	4	5	6
4.	The career center faculty, administration, and support staff were cooperative.	1	2	3	4	5	6
5.	The subject idea for the day, "Hands-On Career Exploration," was appropriate.	1	2	3	4	5	6
6.	I have learned more about the world of work as a result of this experience.	1	2	3	4	5	6
7.	I look forward to learning more about careers.	1	2	3	4	5	6
8.	I believe that I can facilitate discussion of careers with my children/students as a result of my experience.	1	2	3	4	5	6
9.	The instructor was well prepared and did an outstanding job in relating their expertise to the student.	1	2	3	4	5	6

10. I would give this inservice an overall rating.	1 2 3 4 5 6

COMMENTS:

SUGGESTIONS FOR FUTURE INSERVICES:

MAJOR THRUST: Recruitment **GRADE LEVEL:** K-12

NEEDS: Sufficient Information About Vocational Education Programs

OBJECTIVES: The students completing the suggested activity will be able to:

1. Compare the program requirements and working conditions relative to the world of work as they relate to the school curriculum.

2. Apply the knowledge gained to help decide if vocational education is important in their future plans.

3. Demonstrate an understanding of the principles necessary to provide proper values, attitudes, and knowledge to their growth experience as it relates to their understanding of vocational education.

SUGGESTED ACTIVITIES/STRATEGIES:

Systematic and Accurate Distribution System for Information

The vocational counselor should contact all the schools in the district (K-12) to get their approval for dissemination of vocational materials in each school. You must keep in mind that the earlier grades and younger students will not require the same materials as the older students. The decision for the level of materials used in the different schools should be made by the school administration involved and the counselors. You should initially try to get a permanent bulletin board area assigned to you by each school. The student organizations at the vocational center/school may maintain these boards in a systematic manner. There should be a small display table in the area of the board for the students to pickup brochures and pamphlets with information relative to the world of work and vocational education. The key point to remember is the grade level and age of the young people that you will be attempting to reach. This will dictate the level of materials that you will use. These specific materials should relate in some way to training, working conditions, and the nature of the work as they relate to the curriculum in your school. Sometimes you may use materials of courses that are not offered at your school, but present a wider view of the world of work. The last item to make sure that each school has is a list of audiovisual aides that you have for loan if they are interested. It is very important that you build up a good library for this activity (Attachment 7).

RESOURCES/PREPARATIONS NEEDED:

1. Contact school administrators and counselors about what you would like to do.
2. The club advisors at your school will have to coordinate this activity as a project with the various clubs active in your school.
3. It is very important to remember that nothing can be undertaken without the permission and blessing of your own administrator.
4. The project will need a budget adequate to finance the materials needed for bulletin board construction for all the schools in which you are allowed to set up displays.
5. Audio-visual materials will have to be purchased or updated. This is very important.
6. Contacts will have to be made to acquire published materials and brochures for handouts from the display table.
7. Some schools will be able to produce their own slides and media materials. This should be done if you have the capability.
8. The State Department of Education should be contacted for appropriate brochures and resources.

EVALUATION:

1. The enrollment of the school should remain constant or grow from year to year if the population in the district remains constant. You should always keep an annual enrollment record for your school.

2. The students could be given a pre-test at the beginning of the school year on vocational information. A post-test could be given at the end of the first semester to determine the degree of success you may be having with your program.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Provide descriptive information to the students about vocational programs offered in the district.

2. Periodically visit the schools and conduct interviews with students, teachers, counselors, and administrators about vocational programs.

3. Have a counselor or others at each school present "Career of the Week" over the public address system a specific day and time each week.

4. Encourage maximum use of the materials left at the school's display area.

5. Coordinate an outside speakers bureau for all interested schools.

6. Maintain a resource center for everyone to use at their convenience.

7. Work to strengthen the career education efforts between the vocational school and all other schools in the district.

8. Provide inservice training for teachers in the earlier grades (K-6).

9. Stress the point that the vocational school has the most current and comprehensive information center for the world of work that can be found in the school district. You must work to make this a reality if it is not so.

ATTACHMENT 7

To: Anywhere County Educators
From: Mary Jones, Career Center Counselor
Subject: Films, Filmstrips, Cassettes, and Guides

The Anywhere Career Center Guidance Office has for your use a complete library to help orient students in careers for the 80's and beyond. We have "The Fascinating World of Work," "Careers," and "Planning for Success." Also we have two 16mm films entitled, "Revolution in Relevance," which is about career planning, and "Vocational Education: Is it For You?"

Please use some of these materials during the school year. The foundation for many of these careers is found here at your career center. Remember that each time you get the materials, please sign the register and return the materials when you have finished using them. I have attached a list of the many topics that are available to you. I look forward to your interest and use of these materials.

FILMSTRIPS

THE FASCINATING WORLD OF WORK

1. Nursing
2. Writing
3. Education
4. Civil Engineering
5. Computer Programmers
6. Machinists
7. Bankers
8. Plumbers
9. Lab Technology
10. Photographers
11. Commercial
12. Pilots
13. Hair Stylist-Barbers
14. Work
15. Sales
16. Accounting
17. Mechanics
18. Physicians
19. Firefighter
20. Law
21. Electricians
22. Law Enforcement
23. Truck Driving
24. Secretaries
25. Retail Fashion Buyers
26. Geophysicists
27. Mechanical Engineers
28. Dentists
29. Petroleum Engineers
30. Optometrists
31. Librarians
32. Army Officers
33. Army Enlisted
34. Hotel/Motel Management
35. Opticians
36. Small Retail Store Owners
37. Farming
38. Pharmacists
39. Interior Designers
40. Postal Workers
41. Geologists
42. Dental Hygientists
43. AC/Refrigeration Technicians
44. Carpenters
45. Social Workers
46. Commercial Artists
47. Printers
48. Veterinarians
49. Airline Flight Attendants
50. Architects
51. Physicians Assistants
52. Cooks/Chefs
53. Home Economists
54. Travel Agents
55. Radio/TV Repair
56. Physical Therapists
57. Computer Technicians
58. Heavy Equipment Operators
59. Painters
60. Cabinetmakers
61. Aircraft Mechanics
62. Forestry
63. Real Estate Agent
64. Electrical Engineering
65. Radio/TV Announcers
66. Brick/Stone Masons

1. Women At Work: Choice & Chalg.

2. The Changing Work Ethic

3. Work/Working/Worker

4. Jobs and Gender

5. The World of Work

6. Working For A Living "Why Work?"

7. Work Habits and Attitudes

8. Employment Opportunities

9. Finding and Getting a Job

10. Community Life Skills (9 tapes/9 filmstrips)

Attachment 7 Cont'd.

FILMSTRIPS

CAREERS IN

1. Energy
2. Engineering
3. Community Service
4. Owning and Operating Your Own Business
5. Computers
6. Public Utilities
7. Graphic Arts
8. Business Office Skills
9. Education
10. Conservation
11. Nursing
12. Food Service
13. Electronics
14. Beauty and Fitness
15. Construction
16. Journalism
17. Business Administration
18. Fashion and Textile
19. Government Service
20. Animal Care and Training
21. Agriculture
22. Banking and Insurance
23. Horticulture
24. Automotive Service and Repair
25. Sports
26. Law Enforcement
27. Social Work
28. Health Services
29. Show Business
30. Transportation
31. Career Training Through the Armed Forces
32. Non-Traditional Careers for Women
33. Marine Industries and Science
34. Repair Work
35. Sales
36. Leisure Time Industry
37. Human Services

PLANNING FOR SUCCESS: A JOB AND SKILL SERIES

1. Peer
2. Paycheck
3. Employee
4. Starting Over
5. Advancement
6. Crystal Ball
7. Search
8. Interview
9. Application
10. Boss
11. Training

FILMSTRIPS

BASIC: AN INTRODUCTION TO COMPUTER PROGRAMMING

WALT DISNEY

GOOFY GOES TO WORK

CAREERS: BASIC SKILLS FOR A CHANGING WORLD - ELEVEN AREAS

DISNEY'S CAREER PLANNING PROGRAM ------------ TWELVE AREAS

* 16MM Color and Sound Film *

1. Revolution In Relevance ---------------------- 20 Minutes
2. "Vocational Education: Is It For You?" ------- 30 Minutes

MAJOR THRUST: Recruitment **GRADE LEVEL:** 7-12

NEEDS: Sufficient Information About Vocational Education Programs

OBJECTIVE(S): The students completing the suggested activity will be able to:

1. Identify employment trends as they relate to the vocational training programs and explain how these trends relate to their local community.
2. Explain earning power and lifestyles of workers in occupations related to courses offered in vocational education.
3. Distinguish the need to know that there are many different jobs available and plans must be made ahead before participation in any specific job area.

SUGGESTED ACTIVITIES/STRATEGIES:

Systematic and Accurate Distribution System for Information

The faculty members at the vocational school may spend the entire day with one specific teacher, class, or may be rotated from class to class. The vocational instructor will sell their program. They will use materials related to what they teach. They will also sell vocational education in general. They will establish channels of communication with students and teachers. This should be a major public relations thrust with the schools involved. This technique will allow all instructors the opportunity to become involved in the recruiting process. They will have a captive audience. The instructors may take a student along to demonstrate the skills of their specific trade. You should always remember that you are there to disseminate information. You should select a day of the week that would suit all the persons involved and send one instructor to each school. It is recommended that only two instructors be away at any one time. You should be able to cover the classes missed by the instructors with support personnel. You should not need any substitute teachers. This activity should continue until all instructors have visited each school. Please remember that this program can be adapted to individual circumstances.

RESOURCES/PREPARATIONS NEEDED:

1. The schools that are involved must be receptive to the activity. This primarily involves the principals and teachers.

2. There must be a coordinator from the vocational school to keep an eye on the program and make sure everything runs smoothly.

3. The instructors must be well prepared and present interesting and exciting facts about their trade.

4. Vocational education materials should be distributed to each student. The South Carolina State Department of Education will be good source for materials.

5. Maintain a resource center to draw from such as:
   a. South Carolina Occupational Information System
   b. Occupational Library (Chronicle, Moravia, N.Y.)
   c. College Admissions Data Handbook
   d. Dictionary of Occupational Titles

EVALUATION:

1. An interview by the counselor or the instructor may be conducted after they have completed their presentations as to the success experienced by them.

2. Enrollment figures will be compared from each school from year to year to see if there is an increase or decrease.

3. A list of student names will be kept by each instructor that makes a presentation. Each year that the instructor receives a new class they will check their list to see if any students that received their materials during their presentations are enrolled.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have an inservice day for each high school to be represented at the vocational school with their faculty following the schedule that a student would follow.

2. Furnish feeder school counselors any information that may be helpful to them in counseling students about career choices.

3. All vocational schools should establish a directory and pictures of the school staff and personnel for display in high traffic area for identification purposes for new students or visitors.

MAJOR THRUST: Recruitment **GRADE LEVEL:** 9-10

NEEDS:

Advocation of Vocational Student Needs in the Formulation and Implementation of Admissions and Scheduling Policies

OBJECTIVE(S): The administrator completing the following activity will be able to:

1. Identify the elements necessary to create awareness of the vocational opportunities available at the vocational school.
2. Apply the methods desired by the vocational school for admissions and scheduling to promote a better student, parent and community understanding of the role vocational education plays in the educational process.
3. Summarize the vocational student needs as these needs relate to personal involvement on the part of the student in having to deal with admissions and scheduling policies.

SUGGESTED ACTIVITIES/STRATEGIES: Administrator Involvement

Conduct an inservice activity for all district administrators. This activity should take place at the vocational school. This should be done during a regular inservice day and should take place after lunch. This would allow the administrators to work out their inservice at each respective school and spend the afternoon at the vocational school. The administrators should all be placed in a classroom together. You should pass out registration materials that the feeder school usually uses. These materials may not be completed for the benefit of time, but will give them a good base for your activity. You will explain all the forms to the administrators and answer any questions they may have. They will be expected to complete the forms just like a regular student. They will select a course that they desire to take. After they make their selection, they will be assigned an instructor. The instructor will give a pre-test before beginning their minicourse. The instructor will give an exit test before they leave the class. The above activity should not take more than two hours. Therefore, it must be well planned. The administrators will return to the original classroom where they began with registration materials. The counselor will discuss their experiences with them. The results of their tests will be given to them. Hopefully, they gained some very important insight into the role of a student during registration. They may possibly see the need for students to be more involved in the process other than picking up the registration materials. They will be able to advocate the needs of students in formulating admissions and scheduling policies. This same activity may be used with all district teachers and staff members.

RESOURCES/PREPARATIONS NEEDED:

1. The district superintendent must give wholehearted support for this activity.

2. This activity must be planned well in advance. Discuss it with each administrator that will participate.

3. Vocational school instructors will have to plan a minicourse and design suitable tests to use. This minicourse will be designed along with the regular course that they teach.

4. Try and have a vocational student present during the registration process and each trade area should have a student present during the mini-course. These students should be prepared to "tell it like it is" to the participants.

5. Try to get the school board support for the project. They can give the strength needed to help make the activity a success.

6. Emphasize the services for students, not larger enrollments.

EVALUATION:

1. Each administrator may be asked to write a short paper about their experiences at the vocational school and how they feel about more student participation in admission and scheduling procedures. These papers should be returned to the vocational counselor within a week.

2. Each administrator may give one reason before leaving the inservice activity as to why they believe that school policies and activities sometime block students from enrolling in vocational education courses.

3. Personal observation by the coordinator and a review of administrators responses may be used as an informal evaluation tool.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have students list ways that school policies prevent students from participation in vocational education programs.

2. The counselor could prepare a list of reasons that prevent students from participation in vocational education programs.

3. Review your admissions and scheduling policies by examining records of past and present students in all the programs that are offered in your school.

4. Ask a select group of students to work with the counselor as they prepare to get registration materials ready for the incoming students as well as other classes. Secure student feedback from this experience.

5. The vocational counselor could hold small group sessions with non-vocational students and vocational students to get feedback from them as to how they feel about admissions and scheduling policies.

6. A random-sample survey could be used for the school district. This would not require a survey of all students. You would put together a few simple questions relative to admissions and scheduling policies and distribute these randomly within the school district. This questionnaire would be distributed through the homerooms and collected likewise. The results would be tabulated by the vocational counselor and presented to the district administrators.

MAJOR THRUST: Recruitment **GRADE LEVEL:** 9-12

NEEDS:

Advocation of Vocational Student Needs in the Formulation and Implementation of Admissions and Scheduling Policies

OBJECTIVE(S):

The feeder school counselors, teachers, and vocational school counselors completing the following activity will be able to:

1. Explain the importance that student participation plays in the overall process of recruitment as it relates to admissions and schedules.
2. Identify the most important factors related to student involvement in policy making procedures in the total educational process of the system.
3. Apply suggested ideas about student needs, services, and suggestions to develop a more successful and meaningful registration process for the prospective vocational education student.
4. Develop a model that would enhance a better understanding of the student need to play a part in their vocational plan.

SUGGESTED ACTIVITIES/STRATEGIES:

Counselors' and Teachers' Involvement To Advocate Student Needs

The vocational school counselor should pick a blue-ribbon panel from the school district to conduct a survey of counselors, teachers, and students. The survey should use telephone interviews, field interviews, and written responses. You may add vocational instructors, media specialists, administrators, and special education teachers to your survey if you feel like this would strengthen your efforts and you have the time to devote to a larger group. The survey instrument will be short and precise. The survey should not be concerned with grades, race, sex, family income, and physical or mental characteristics. It should be designed to show the involvement of a student's participation in the admissions and scheduling process and to what degree, if any, the student should be involved. The nature of the instrument should enlighten all participants to the importance of student participation or certainly to the degree of participation. This activity will give all the adult educators a much better understanding of admissions and scheduling procedures simply because they have become involved. The students will also have the opportunity to express their feelings about helping make decisions affecting their future in vocational education. (See Appendix VIII-1 for a student survey example and the Planning and Administration Section for conducting needs assessments.)

RESOURCES/PREPARATIONS NEEDED:

1. You must get administrative support for your project up front.
2. Talk about improving guidance services and quality, not quantity.
3. Try to get all schools and departments involved in the planning as much as possible.
4. Sell the fact that this activity is for all students, teachers, and educators.
5. You must have some vocational advocates on your committee and other volunteers.
6. There should be a coordinator of the project. This should not be the vocational counselor.
7. The panel should consist of people who want to serve.
8. The purpose and process should be well explained before beginning the activity.
9. You may like to have a representative from every area of concern on the panel. Do not leave out the student.

EVALUATION:

1. The panel will tabulate the results of the prepared surveys and record the information as each member perceives it to be on an assessment checklist.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Work with all feeder school counselors to avoid as many conflicts with student schedules as possible.
2. Always publicize and advertise the fact that vocational education is not and should not be a "dumping ground" for poor students.

3. The vocational club officers could become a planning team or act in an advisory capacity to the vocational counselor on a weekly basis dealing directly with students' concerns as they relate to vocational education. These would be all students and not only vocational students.

4. Each instructor could develop a unit of study for each of their students to help develop an understanding of the principles necessary to provide proper values, attitudes, and knowledge essential to their growth experience. It is important to have the student realize their total capacity for excellence.

5. The vocational counselor may ask the vocational faculty to compile a list of recommendations to help strengthen the recruiting efforts and eliminate recruiting difficulties.

6. You may ask vocational instructors to play a more active role in recruitment by planning and participating in an inservice activity geared toward recruitment.

MAJOR THRUST: Recruitment **GRADE LEVEL:** 9-10

NEEDS:

Accommodation of Special Needs Students In Vocational Education: Handicapped

OBJECTIVE(S):

The counselor completing the following activity will be able to:

1. Assist the special needs students in determining the most appropriate vocational placement based on their ability.
2. Explain the assessment tool used to assist student placement (COATS): job matching and work samples.
3. Work with high school resource teachers to further determine academic functioning, medical, social, and emotional factors relating to vocational placement.
4. Recognize that collaboration among vocational instructors, guidance personnel, and the vocational evaluator is also required to provide appropriate vocational placements.

SUGGESTED ACTIVITIES/STRATEGIES: Vocational Assessment of the Handicapped

This specific activity will require an assessment coordinator or someone that can administer and interpret test results. This could be a guidance counselor. Also you would have to secure the Comprehensive Occupational Assessment and Training System (COATS). It may be possible to devise your own system for assessment, but the reliability and validity would be in question. Therefore, it is recommended that the COATS be used for vocational assessment of the handicapped student in this activity.

This program may be provided for all ninth or tenth grade handicapped students in the district with the exception of the Trainable Mentally Handicapped. This should be a requirement before placing a handicapped student in a vocational area. The primary tool used for this purpose is the Comprehensive Occupational Assessment and Training Systems (COATS). It is composed of two components: job matching and work samples. Job matching allows the students to indicate their degree of preference and experience in a multiple choice booklet while viewing five tapes based on preferences and five tapes based on experiences. Once the students' interests and experiences are determined, they are given several work samples. The work samples represent "hands on" vocational skills. The work samples will acquaint the student with the types of skills needed in a given occupation and assist in determining their capability in that occupational area. The results are made available to the special education teacher who is responsible for initiating the student's Individualized Education Plan (IEP).

RESOURCES/PREPARATIONS:

1. Discuss the idea with your principal and get his/her support to approach district office personnel. The decision must be made to purchase the equipment and materials needed before you can begin your work.

2. You would need to contact Learning Labs, Inc.; Box 122; Calhoun, Georgia 30701 and ask that they explain the program or send brochures. You may call 1-800-334-4943 for assistance if needed. Please see Attachment 8 for additional evaluation systems and ideas.

3. Contact all special education teachers in the school district and get their support for the project.

4. Find out which vocational schools/districts in the state that may be using this system or a similar one and set up an appointment to visit with them. You should get as much first hand information as possible.

5. Remember that this approach represents the state-of-the art.

EVALUATION:

1. Frequent monitoring should be conducted by the vocational evaluator to see if the placement of the handicapped student, as indicated by the suggested activity, was accurate and acceptable.

2. The vocational counselor should follow the progress of the handicapped student after graduation through the regular required follow-up procedure of the state. This may give an indication of the success of the testing and placement procedure.

3. The vocational instructors should report to the guidance office on a periodic basis the results of the progress made by each handicapped student in their class.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Identify the student's achievement in basic skills and provide a systematic and sequential program to meet their needs.

2. You may want to consider assessing handicapped students in terms of their progress made rather than by comparison with achievement of others.

3. The counselor may conduct group counseling sessions with handicapped students to give them more knowledge of themselves, to change basic attitudes, and to give more vocational guidance.

4. All school counselors should spend at least one day shadowing a special education teacher. This would be beneficial at any grade level, but it would be most beneficial at the high school level.

5. Instructors should become acquainted with the school district's special services office. The instructors can visit this office to determine how the psychologist work with children in determining an individual's handicapping condition.

6. The counselor should conduct an inservice during a faculty meeting on the Individual Education Plan (IEP).

7. Have someone knowledgeable in the field hold a seminar on the handicapped student. This should be done at the beginning of the school year. The South Carolina Department of Education would be a good source to contact for this service.

Attachment 8

TEN VOCATIONAL EVALUATION SYSTEMS

Comprehensive Occupational Assessment and Training System (COATS) PREP, Inc. 1575 Parkway Avenue Trenton, NJ 08628	Four major components: Living Skills, Work Samples, Job Matching System, and Employability Attitudes. Work samples can be administered in one audio-visual station, are individualized, self-paced, computer scored, and assess the individual's interest, performance capability, and general behavior relative to various job clusters such as: sales, food preparation, barbering/cosmetology, small engines.
Hester Evaluation System (H.E.S.) Goodwill Industries 120 South Ashland Blvd. Chicago, IL 60607	Based on the Data-People-Things levels of the D.O.T., this system consists of 26 separate tests measuring 28 independent ability factors. Performance tests can be administered in five hours by a competent technician who has been formally trained in the use of the system in a three-day session in Chicago. Test results can be processed by computer center and printout relates results to job possibilities listed in D.O.T.
Jewish Employment and Vocational Service (JEVS) Work Samples Jewish Employment and Vocational Service 1913 Walnut Street Philadelphia, PA 19103	The 28 work samples in this system were originally intended for use with culturally disadvantaged youth but have also been successfully used with many physically, emotionally, and mentally handicapped individuals. Exposes students to a variety of vocational possibilities. Also relates findings to D.O.T. Two-week training session is required for those who purchase the system.
McCarron-Dial Work Evaluation System Commercial Marketing Enterprises 11300 North Central Dallas, TX 75231	System attempts to assess the individual's ability to function in one of five program areas: day care, work activities, extended sheltered employment, and community employment. The first three factors can be assessed in one day. Two weeks of systematic observation in a work setting are required for the other two factors. Training of one to two weeks is required.

Attachment 8 Cont'd.

MICRO-TOWER Institute for Crippled & Disabled 340 East 24th Street New York, NY 10010	A cue-stop cassette tape unit presents the instructions and a photobook is used to illustrate related occupations and various steps within the 13 work samples for individuals with mild (educable) retardation through the normal range, adolescents and adults. The work samples are: bottle capping and packing, graphics illustration, making change, message taking, zip coding, payroll computation, electronic connector assembly, record checking, blueprint reading, filing, want ads comprehension, mail sorting, and lamp assembly. A learning period is permitted before evaluation -- an appealing feature for individuals with learning problems. The entire evaluation takes 3-5 days.
The Singer Vocational Evaluation System Singer Education Division 80 Commerce Drive Rochester, NY 14623	Reading is not required as this system uses audio-visual techniques to transmit instructions at a series of sampling stations. Some of the work stations are: sample making, bench assembly, drafting, electrical wiring, plumbing and pipefitting, carpentry and woodworking, refrigeration, heating and air conditioning, soldering and welding, sales processing, needle trades, masonry, sheet metal working, cooking and baking, small engine service, medical service, cosmetology, data calculation and recording, soil testing, photo lab technician, and production machine operating. Each system measures both interest and aptitude. Training in administration is not required but highly suggested.
Talent Assessment Program (T.A.P.) Milton Nighswonger 7015 Colby Avenue Des Moines, IA 50311	This system of ten work samples was developed to assess the individual's functional characteristics applicable to work in industrial, technical, and service areas. Several individuals can be tested at the same time and the test can be administered in about 2 hours.

	Directions are given orally. The system consists of a battery of perceptual and dexterity tests which measure fine and gross finger dexterity, visual and tactile discrimination and retention of details. No training is required to use the system and takes one and a half days.
The Valpar Component Work Sample Series Valpar Corporation 655 N. Alvernon Way Tucson, AZ 85716	The 16 work samples are: small tools, size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and aptitude, independent problem-solving, multi-level sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, soldering and inspection, money handling, integrated peer performance, electrical circuitry and print reading, and drafting. The samples are keyed to the Worker Trait Arrangement in the D.O.T. Two weeks of training is recommended but not required.
Vocational Information and Evaluation Work Samples (VIEWS) Jewish Educational and Vocational Service 1913 Walnut Street Philadelphia, PA 19103	Consists of a battery of hands-on activities in a simulated work environment to assess work potential of persons with learning disabilities and mental retardation. Does not require reading ability, and incorporates the use of demonstration, practice and repeated instruction to gain insight into the individual learning style and relates it to future instructional experiences. Reveals changes in learning and performance quality and rates while assessing vocational potential. Training in the system is required.

Wide-Range Employment Sample Test (WREST) Guidance Associates of Delaware 1526 Gilpin Avenue Wilmington, DE 19806	Its primary purpose is to evaluate dexterity and perceptual abilities. Consists of ten work samples: single and double folding, pasting, labeling and stuffing, stapling, bottle packaging, rice measuring, screw assembly, tag string, swatch pasting, collating, color and shade matching, and pattern making. Administration time is about one-half hour for individuals and two hours for groups. Industrial norms, short administration time and precise instructions are its strengths. Useful for moderately and mildly limited persons. No training is required for its purchase.

MAJOR THRUST: Recruitment **GRADE LEVEL:** 9-12

NEEDS:

Accommodation of Special Populations In Vocational Education: Nontraditional Enrollment

OBJECTIVE(S):

The educator completing the following activity will be able to:

1. Identify the factors that have influenced the changing work patterns of women and men during the last decade (economics, legislation, education, attitude).
2. Explain why there is a great need to eliminate sex stereotyping and sex bias in vocational education programs.

SUGGESTED ACTIVITIES/STRATEGIES: Inservice Education

The activity may be a scheduled plan of an inservice training for selected administrators and selected teachers. Select administrators and teachers that you believe are probably opposed to traditional changes. You may find this easier to accomplish than you may think. The composition of your group should not be over ten to fifteen each session. The counselor will begin the group with a round-table discussion. This should last for about 15 minutes. The counselor may give the survey on sex-role attitudes (Attachment 9). After they have completed this survey, they will take multiple choice activity on "What Are The Facts" (Attachment 10). The participants will grade their own activities using the prepared answers (Attachment 9A & 10A). This part of the activity should take about 45 minutes. The counselor will call the group back into a round-table discussion to talk about what the activity has shown. This part of the activity should last about 15 minutes. Hopefully a considerable amount of insight can be gained by each participant related to sex bias and stereotyping in vocational education. This type of activity will lay the ground work needed to begin to bring about the changes needed in the system.

RESOURCES/PREPARATIONS NEEDED:

1. You must always remember that any activity of this scope must be approved by administrators that would be affected.
2. You should make sure that you will have an adequate place to meet and that everyone will be comfortable.
3. An adequate number of survey forms and answer sheets should always be prepared.
4. This activity will have to be planned during a time that it does not interfere with the regular school curriculum (before school, after school, inservice, etc.)
5. Always be prepared to give adequate instructions and explanations related to the project.

EVALUATION:

The vocational counselor should keep a very close inventory on nontraditional enrollment in vocational school courses. This should be done annually.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Make a real effort to distribute unbiased materials to students.
2. You may like to have an inservice for the faculty regarding sex equity.
3. Distribute written materials to the parents and community explaining the problems related to sex stereotyping and sex bias.
4. Try to get high school counselors to have small group sessions on nontraditional role models for both sexes.
6. Select materials appropriate to the subject and seek invitations to the different civic clubs in the area to make your presentation.
7. Visit all elementary schools in your district and encourage them to build an unbiased guidance program to insure exposure to girls and boys of a range of vocational opportunities long before they must decide.
8. Provide a workshop and in-service training for district counselors using **Pathways to Sex Equity: A Training Module For Promoting Sex Equity In Vocational Education** prepared by the South Carolina Department of Education.

Attachment 9

SURVEY OF SEX-ROLE ATTITUDES

DIRECTIONS: Please react to each statement, using the following scale:

SD - Strongly disagree (strong, negative feeling about the statement)

MD - Mildly disagree (less concern, but still a negative feeling about the statement)

EAD - Equally agree and disagree (an ambivalent feeling about the statement)

MA - Mildly agree (less concern, but still a positive feeling about the statement)

SA - Strongly agree (strong, positive feeling about the statement)

1. Nurturance and concern for others are equally important for men and women. SD MD EAD MA SA

2. A girl's college education is more often wasted than a boy's. SD MD EAD MA SA

3. Nothing can be more satisfying to most women than a well-kept home, clean and neatly dressed children, and a good meal ready for their husbands. SD MD EAD MA SA

4. Men are meant to lead, and women, except in extreme circumstances, to follow. SD MD EAD MA SA

5. Choice of college is not as important for a girl as for a boy. SD MD EAD MA SA

6. Many women have a responsibility to put their humanizing talents to work outside the home. SD MD EAD MA SA

7. Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation. SD MD EAD MA SA

Attachment 9 Cont'd.

8. Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school boys. SD MD EAD MA SA

9. Most women tend to lose their femininity when they perform jobs usually executed by men. SD MD EAD MA SA

10. Less serious academic and career aims for girls should be understood and accepted by teachers working with girls. SD MD EAD MA SA

11. Sex stereotypes impede logical career development for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount. SD MD EAD MA SA

12. Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks. SD MD EAD MA SA

13. A choice between being a wife and mother and working full-time is no longer necessary as the two can be workably integrated. SD MD EAD MA SA

14. Boys need to be educated so that they will be more cognizant of the broader role of today's women. SD MD EAD MA SA

15. Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics. SD MD EAD MA SA

16. The difficulties involved in women supervising men have been exaggerated. SD MD EAD MA SA

17. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman. SD MD EAD MA SA

18. Girls are overly protected in our culture. SD MD EAD MA SA

19. Women are less competitive, ambitious, and self-confident than men. SD MD EAD MA SA

20. Women are less able to make decisions easily than men. SD MD EAD MA SA

Most of the questions in this survey were taken from a survey developed by Patricia Englehart and was published as part of a package, **Women and the World of Work**, developed for counselors by the Minnesota State Department of Education and the Departments of Education, Counseling and Student Personnel Psychology, and Distributive Education at the University of Minnesota.

Attachment 9A

SURVEY OF SEX-ROLE ATTITUDES

Responses to the survey should be scored as follows:

			Score	For these item numbers **only:**
I.	SD	=	1	1, 6, 8, 11, 13, 14, 16, 18
	MD	=	2	
	EAD	=	3	
	MA	=	4	
	SA	=	5	

			Score	For these item numbers **only:**
II.				
	SD	=	5	2, 3, 4, 5, 7, 9, 10, 12, 15, 17, 19, 20
	MD	=	4	
	EAD	=	3	
	MA	=	2	
	SA	=	1	

* A score of 100 indicates role flexibility.

Attachment 10

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement, you will see a number of choices for filling in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank.

1. Women make up ________ of the nation's paid work force as of 1981.

   a. 26% b. 43% c. 54%

2. For every $1.00 men earn, women earn ________ as of 1981.

   a. 95¢ b. 76¢ c. 59¢

3. _________ of American women between the ages of 18-64 were employed outside the home as of 1981.

   a. 41% b. 34% c. 62%

4. _________ of American men between the ages of 18-64 were employed outside the home as of 1981.

   a. 74% b. 86% c. 91%

5. The average young woman (16 years of age) today can expect to spend _________ years in the paid work force.

   a. 7.3 b. 17.1 c. 27.7
   d. 31.2

6. The average 16-year-old American male can expect to work for pay outside the home for ________ years.

   a. 38 b. 52 c. 42

7. Out of every 10 young women in high school today, __________ will work for pay outside their homes at some point in their lives.

   a. 9 b. 5 c. 7.4

8. Both husband and wife work in _________ percent of the nation's marriages.

   a. 35 b. 47 c. 28

9. The median income of working women with four years of college is __________ that of men who have completed eight years of elementary schools.

    a. greater than   b. the same as   c. less than

10. The difference between the average yearly incomes of male and female workers has _________ over the past 20 years.

    a. increased   b. decreased   c. remained the same

11. _________ women have the highest labor force participation of any group of women.

    a. Asian-American   b. Black   c. Hispanic
    d. Native American   e. White

12. About _______ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are, therefore, responsible for their own financial support.

    a. four   b. six   c. eight

13. Women workers are absent from work _________ male workers.

    a. more than   b. less than   c. as often as

14. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order: ___________

    a. white males, white females, minority females, minority males
    b. white males, minority males, white females, minority females
    c. white males, minority females, white females, minority males

15. __________ percent of all women workers are employed in clerical occupations.

    a. 11.2   b. 18.1   c. 27.8
    d. 35.0

16. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, __________ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and technical occupations).

    a. 40   b. 60   c. 70

17. _________ percent of all vocational education programs had enrollments which were 90 percent male or 90 percent female in 1976.

    a. 15 b. 27 c. 39

18. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is _________.

    a. consumer and homemaking programs
    b. occupational home economics
    c. office occupations

19. _________ percent of all students enrolled in vocational education programs in the area of trades and industry in 1976 were female.

    a. 13 b. 21 c. 34

20. Trends in male/female enrollments in vocational training programs show that _________.

    a. females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs.

    b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs.

    c. the entry of males and females into programs nontraditional to their sex is occurring at about the same rate.

Attachment 10A

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

1. b) 43%
2. c) 59¢
3. c) 62%
4. c) 91%
5. c) 27.7
6. a) 38
7. a) 9
8. b) 35%
9. c) less than
10. b) decreased
11. b) Black
12. a) four
13. c) as often as
14. b) white males - $11,633
    minority males - $8,363
    white females - $6,544
    minority females - $5,772
15. d) 35%
16. c) 70%
17. c) 39%
18. a) consumer and homemaking
19. a) 13
20. b) males are enrolling in traditional female courses at a faster rate than females are entering traditionally male courses.

MAJOR THRUST: Recruitment **GRADE LEVEL:** 9-Adult

NEEDS:

Accommodation of Special Populations in Vocational Education: Out-of-School Youth and Adults

OBJECTIVE(S):

The educator, parent, patron, and student completing the following activity will be able to:

1. Explain why people can no longer function in the American society unless they are able to read, write, comprehend, and possess saleable skills.
2. State that education and the development of human resources are of prime importance for the social and economic priorities of a country.
3. Describe how antisocial behavior of youth and adults lacking competencies to perform their responsibilities is a drain on a country's financial resources and on the economic, civic, and social affairs of the country.

SUGGESTED ACTIVITIES/STRATEGIES:

A Community Forum: Serving Out-of-School Youth and Adults

The vocational counselor should select people within the community to serve on an organizing committee. The committee should have about 25 members representing different aspects of the community. A meeting should be held at the vocational school and should be conducted by the vocational counselor. The meeting should be used to lay the ground-work for the community forum on serving youth and adults in vocational education. The organizing committee should send written invitations to as many trend-setters in education and in the community as possible. The members of the organizing committee will not only help with the overall ideas of the forum, but will also act as facilitators and recorders during the forum. The committee should also select from the community a blue-ribbon panel made up of a politician, superintendent, teacher, counselor, in-school youth, out-of-school youth, adult graduate, and an adult that did not graduate to serve on a round table discussion panel for the community forum. The forum should be held in a place large enough to handle about 125 participants. The facilitators and recorders will work with small groups after the opening panel discussion. The major round table presentations and the small group work should not last any longer than 1 hour and 15 minutes. These should be followed by a general discussion of the entire group for approximately 30 minutes. All notes taken by the recorder will be collected and this information will be disseminated and distributed to everyone that participated in the forum and all other interested persons. You must remember that all adults are not high school dropouts, but the thoughts and ideas that come out of the forum would apply to them as well. The forum should be held as soon as possible after the initial organizational meeting.

RESOURCES/PREPARATIONS NEEDED:

1. Permission from your building principal will be needed.
2. An adequate location within the vocational center will be needed to accomodate approximately 125 persons. This does not include the organizing committee members.
3. You will need time, money, and volunteers to process the mailing list.
4. It would be best if you could have your small group discussion around tables.
5. The organizing committee will need to know your community well because they will have to select your invited guests.
6. Establish and maintain a working relationship with all individuals, organizations, and institutions within the community.
7. The counselor will probably need to compile a list of some of the reasons why students drop out of school at an early age.
8. The counselor should have an abundance of materials related to high school dropout.

EVALUATION:

The success of this activity will be determined by each school superintendent developing specific plans for reducing the number of dropouts in the schools under their administration.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Inform parents of prospective out-of-school participants the benefits of vocational training. This can be done by letter, newspaper, and radio, etc.

2. Organize a vocational students speaker's bureau to make presentations to other students in the adult programs.

3. Coordinate any out-of-school youth and adult activities with the county or district Adult Education Director. This is very important since each program depends on the other to be successful.

4. The vocational counselor may visit the night programs to initiate one-on-one contact to get personal opinions as to the success or failure of the programs.

5. "Prevention is worth a pound of cure." The counselor may organize a team to assist in overcoming obstacles to students' successful completion of high school. This assistance would come in the form of support services.

6. The counselor may prefer to develop a referral network and other social service relationships in the community to help prevent dropouts.

7. The vocational counselor should make every effort to see that out-of-school youths and adults vocational classes receive the same kind of attention as regular students. They should have outside speakers, clubs, field trips, etc. This could be coordinated by one of the adult teachers with the assistance of the vocational counselor.

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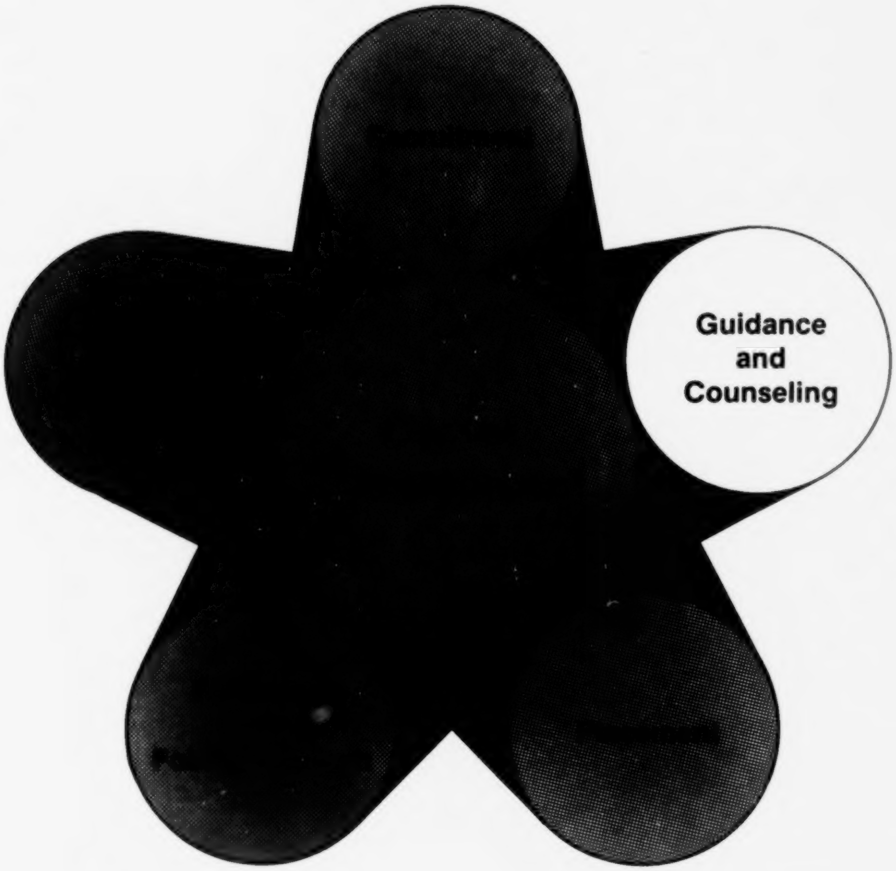
Guidance
and
Counseling

Guidance and Counseling

GUIDANCE AND COUNSELING

Students guidance and counseling needs:

1. Assistance in setting and refining career goals.

2. Assistance in planning educational program and work experiences in accordance with their career goals.

3. Assistance in developing effective work habits and interpersonal skills.

4. Assistance in overcoming obstacles in successful completion of high school programs such as:

    a. physical or mental incapacities
    b. inadequate skills
    c. ineffective study habits
    d. excessive absences
    e. stereotypes and biases
    f. personal-social problems
    g. financial problems

5. Assistance in recognizing and overcoming potential obstacles in their career success.

One rationale behind the guidance and counseling thrust rests with the belief that guidance and counseling is a central focus of the vocational guidance program. Guidance and counseling for the sake of simplicity has been combined into one major thrust. It is defined as a one-to-one or small group relationship between counselor and client with the aim of assisting the individual in interpreting and applying an understanding of self and the environment in order to make the most appropriate career decisions and adjustments to them. This approach incorporates the view that people do have developmental needs in common as well as developmental needs on a personal basis. Through guidance and counseling experiences, the counselor assists the student in analyzing and solving problems, making appropriate educational and career decisions and making the necessary adjustments in order to be successful with their career decisions.

Once students have made their career decisions to enter a vocational training program, students will continue to require guidance and counseling during their training tenure. Students' rates of development vary and career development is no exception. The mental as well as the physical rates of students vary also. This alone suggests the need for continual guidance and counseling services for students enrolled in vocational training programs.

Unlike physical and intellectual development, a person's career development may cycle through the same stages several times in his/her lifetime. Having reached the career planning and preparation stage of career development does not preclude going back through earlier stages for review and clarification before continuing a chosen course. It is also common for new opportunities, change in lifestyle, and even boredom to stimulate recycling through the career development stages. Through the guidance and counseling thrust services are provided in response to students' need for continued evaluation and refinement of career goals.

There are other reasons students need guidance and counseling services. Participation in a vocational program does not assure smooth sailing to successful completion. For a number of reasons, some students leave programs early or fail. Through experiences in guidance and counseling, students are helped to overcome obstacles to program success. Guidance and counseling is also concerned with how existing and potential obstacles may affect career success. It includes for example, preparing female students to deal with biases they may encounter in their profession.

Some suggested activities/strategies that may be useful to the local guidance and placement programs for meeting the needs of the guidance and counseling thrust follow this narrative.

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 8-12

NEEDS: Assistance in Setting Career Goals

OBJECTIVE(S):

After completion of these activities, the students will be able to:

1. List the steps in a decision making process for career planning.
2. Name at least one occupation that fits their interests, abilities, values and life styles.

SUGGESTED ACTIVITIES/STRATEGIES:

Use the following career decision making model with prevocational classes, other groups or individuals. State that making a decision about a job is a skill which involves a conscious, systematic process which students can learn and perform better with practice.

Step 1. Identify the decision to be made.
Students should recognize that the decision involves an initial choice of an occupation to pursue.

Step 2. Gather information.
Students will need information about self and occupations of interest. Use Attachment 1 to assist students in a self assessment. Help students develop and prioritize a list of interests, abilities, values, personal skills and life styles. Attachment 2 is a Counselor's guide to help students identify key indicators of interest. To gather information about occupations, involve students in the following activities: 1) Have them study occupational information available in publications by the U.S. Government, commercial publishers, associations, businesses, etc. Attachment 3 can be used as a guide for the student. 2) Arrange visits to employers in the fields of interest. 3) Have students interview workers in occupations. Attachment 4 can be used for the interview. 4) Have students discuss occupations with relatives, teachers and friends.

Step 3. Identify alternatives.
Have students make a list of all alternatives. Have them rule out those which are incongruent with self assessment.

Step 4. Weigh the evidence. Evaluate the remaining alternatives. Have students make a list of pros and cons for each alternative.

Step 5. Choose from among the alternatives.
Ask students to choose from the alternatives. Point out that other alternatives are not closed forever. They might be considered in the future.

Step 6. Take action by making a plan for implementing the decision.
Assist the students in making individual plans. Plans should include a time-frame. Ask resource people to assist with the plan. For example, if the plan includes post-secondary technical training, have someone from a technical college talk with students.

Step 7. Evaluate the action taken.
Tell students it is important to realize that decisions can be modified or changed altogether.

RESOURCES/PREPARATIONS NEEDED:

1. Schedule sessions.
2. Invite guests.
3. Arrange for student visits.
4. Gather publications with occupational information.
5. Prepare handouts.

EVALUATION:

Student will write the steps in career decision making and evaluate what they have learned from the sessions.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have students write a paper on "My Life Ten Years from Now." Have them use an outline including major achievements, important personal possessions, family responsibilities, occupations, etc. Lead a discussion of what influenced them to respond as they did.

2. Have students search the want ads and circle those which interest them. Discuss the requirements for these jobs.

3. Have students "shadow" workers.

Activities and the model for career decision making were adapted in part from The High School Student in the Working World - A Handbook for Counselors, Texas Education Agency, Austin, Texas, 1981.

Attachment 1

AUTOBIOGRAPHY

Write an autobiography. Divide your life into five-year segments. For each statement, tell about the following:

1. Your family and other important persons in your life.
2. Your experiences including where you have lived, your education, hobbies, interests, work experiences and travel.
3. Your joys, disappointments and fears.

Attachment 2

GUIDE FOR ASSISTING STUDENTS WITH SELF ASSESSMENT

Counselors need to assist students in assimilating information generated from a self assessment activity. This guide shows key indicators of interests, abilities, values, and life style preferences.

1. Indicators of Interests

   a. Hobbies
   b. Social activities
   c. Kinds of interpersonal relationships
   d. Reading materials
   e. Favorite television programs
   f. Repeated purchases
   g. Use of leisure time

2. Indicators of Abilities

   a. Work/Activity skills: Examples include repairing a car, bowling, cutting and styling hair, gardening, pumping gas, operating a cash register, typing, etc.
   b. General skills: Examples include skills related to data, people and things.
   c. Personal skills: Examples include being punctual, dependable, congenial, patient and sincere.

3. Indicators of Values

   a. Personal appearance
   b. Importance of education
   c. Feelings regarding loyalty
   d. Importance of fairness
   e. Importance of material possessions
   f. Importance of independence
   g. Feelings regarding use of time
   h. Importance of family
   i. Importance of honesty
   j. Importance of status
   k. Importance of health

4. Key Indicators of Life Style

   a. Spend money vs. save money
   b. Live alone vs. live with people
   c. Live in rural area vs. live in urban area
   d. Frequent travel vs. little or no travel
   e. Have many possessions, luxuries, vs. little need for possessions, luxuries
   f. Live in cultural centers vs. little need for cultural stimulation

g. Live close to recreational facilities vs. little need for recreational facilities
h. Political activity vs. little need for political activity

SUMMARY

It is important to assist the students in understanding themselves, their interests, abilities and values as well as their limitations and potentialities. The counselor can encourage a student to develop career goals or to pursue a nontraditional path. The self examination by students as it applies to the decision making process leads to the next step.

THE STUDY OF AN OCCUPATION

The Following Outline is to Serve as a Guide to Research a Particular Occupation:

I. Name of the occupation
(If there is more than one name given, please list)

II. Reasons for selecting this occupation to study

III. History of the occupation

IV. People in this occupation
  A. About how many people are employed in this occupation?
  B. What are the current trends relating to this occupation? Is this occupation a new area of work in our society?
  C. Where are job opportunities available?

V. Duties performed in this occupation
  A. General duties
  B. Specific duties
  C. Hours of work ordinarily required
  D. Is there anything unusual about the number of hours or the nature of the work schedule which might relate to this occupation? (Seasonal working conditions, days, nights, split shifts, etc.)

VI. The nature of the job
  A. List some of the benefits that you might expect to gain from this occupation other than salary.
  B. What hazards can you anticipate in this job?
  C. What organization can you expect to join?
  D. What demands would this job place on the family?

VII. Qualifications of employees in this field
  A. Age
  B. Health and physical condition
  C. Personality
  D. Experience
  E. Aptitudes
  F. Education (general level and type required)
  G. Other

VIII. How does a person enter into this occupation?

IX. Earnings

  A. Beginning Salary
  B. Average Salary
  C. Exceptional Salary
  D. What expenses might you meet in this occupation?

X. Career Advancement
  A. What are the chances of advancement in this occupation?
  B. Do the advancements require additional training? Why?
  C. Would advancements require additional duties? Explain.
  D. Could advancement require moving to another location?
  E. Is there a need for continuing education to hold this position?

XI. Educational Planning
  A. What would be the complete high school program that would be best in order to enter into this occupation? (Subjects that would benefit you the most in the future work.)
  B. If you are required to attend a post-secondary vocational-technical school or community college:
    1. What are the entrance requirements?
    2. What courses would you expect to take?
    3. What is the length of the training?
    4. What is the cost of the training?
    5. What schools of this type are available in this locality?
  C. Briefly discuss any armed forces training that may be offered in this area of training and work.
  D. Is a college or university education required?
    If so:
    1. What are some of the specialized courses required for graduation or certification?
    2. What is the approximate cost per year of this education? (Try to choose a college in which you might be interested, and use these facts.)
    3. What are the scholarships, loans or grants that you could use to help pay for the cost of education?
  E. Other training:
    1. Is an apprenticeship program available?
    2. What is the approximate cost per year of this education? (Try to choose a college in which you might be interested, and use these facts.)
    3. Is there on-the-job training?

XII. Finding a job
  A. Identify public and private employment agencies that might be helpful in securing a job in this field.
  B. Newspaper ads: Do these job fields place ads in the newspaper for purposes of finding workers? (Watch the newspaper and clip out several of the ads).
  C. List four firms to which you might apply for a job in this field.

D. When preparing a letter of application, you are usually required to list at least three people as references. Whom would you list? (These people should be persons that know your working ability, as well as your overall personality.)

XIII. Related fields of work

Identify several other occupations that could effectively utilize the training and experience required in the occupation you are researching.

XIV. After studying this occupation in depth, state why you would or would not like to pursue it as a career.

Attachment 4

INTERVIEWING WORKERS TO GET CAREER INFORMATION

DIRECTIONS: Interview a worker who has an interesting job. Find out the information below. Return to class and report what you found out.

Job: Full-time _______

Person interviewed: ________________________ Part-time _________

Job: ____________________________ Place: ________________________

Tell 3 things the worker does on the job:

1. ____
2. ____
3. ____

Does the worker need special clothing? __________________

If so, what? ____

What tools does the worker use? ___________________________________

Did the worker need special training? ____________________________

If so, how much? _______________ Where? ___________________________

What is the starting wage? _____ Wage after 10 years? _____ Wage after 20 years? ________

How long has the worker had this job? ________________

What other jobs did the worker have before this one? ____________

____

How long has the worker worked for this company? _______________

List three things the worker likes about the job:

1. ____
2. ____
3. ____

Attachment 4 Cont'd.

List three things the worker does not like about the job:

1. ____

2. ____

3. ____

If it were possible, would the worker change jobs? ______________

Why? ____

What job would the worker rather have? ___________________________

Why? ____

Taken from the **Illinois Career Guidance Handbook**, Illinois State Board of Education, 1981.

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 12

NEEDS: Assistance in Refining Career Goals

OBJECTIVE(S):

After completion of the following activities, the students will be able to describe at least one occupation from a career cluster which best fits their interests, goals and abilities.

SUGGESTED ACTIVITIES/STRATEGIES:

Have the student complete the sentence, To me, work means . . Ask the student to describe his/her career goals at the present. Discuss the difference between interests and abilities. Ask a student what might happen if one chooses a career that is not compatible with one's interests. Describe the Career Cluster which relates to the vocational program the student is taking. Provide the student with a list of possible jobs in that cluster. Have the student complete Attachment 5. Have the student interview role models in these 3 occupations. Provide Attachment 6 to assist with the interview. Ask the student to complete Attachment 7. Discuss the results of this exercise. Emphasize the following points about career decision-making: 1) there are no "perfect" jobs - one may have to compromise; 2) career decision making is a continual process; 3) most people are multipotentialed and might be successful in more than one job.

RESOURCES/PREPARATIONS NEEDED:

1. Obtain necessary information to assist student in an assessment of abilities and interests.
2. Make arrangements for sessions.
3. Prepare handouts.
4. Be prepared to assist students in finding role models to interview.
5. Make a list of jobs related to the career cluster appropriate for the student.

EVALUATION:

1. Obtain feedback from discussions.
2. Follow-up and placement records should be reviewed to determine the rate of placement for students involved.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Arrange for student to observe and participate in actual work experiences.
2. Arrange for field trips where the student can visit employees on the job.
3. Have members of advisory committees meet with student.
4. Have a counselor from Job Service come in as a resource person.
5. Show films, filmstrips and provide students with written literature about occupations of interest to them.

JOB INFORMATION

Using the **Occupational Outlook Handbook** or the South Carolina Occupational Information Service (SCOIS), complete the information on this sheet.

1. Name an occupation that interests you.
2. What training is required for this job? Consider length of time, cost, on the job, college, technical or trade.
3. List the duties of the job.
4. Describe the working conditions and salary.
5. What are the possibilities for advancement?
6. What abilities must one have for this job?
7. Which of these abilities do you now have?
8. What abilities do you still need?
9. What rewards does this job have for you?
   a. What would you like best about the job?
   b. What would you dislike about this job?
10. What is the outlook for this job during the next ten years?

Attachment 6

WORKER INTERVIEW

Name of occupation ______________________________

Name of 5 duties/characteristic of your job.

1.

2.

3.

4.

5.

How many hours a week do you work?

How did you prepare for this job?

What are the possibilities for promotion?

What are the fringe benefits?

What abilities are necessary for performing this job?

What is the outlook for the future for this job?

What do you like most about your work?

What do you like least about your work?

What advice would you give someone interested in this type of job?

Attachment 7

CAREER PLANNING EXERCISE

DIRECTIONS: Choose 3 jobs which you think you might like to have. Write the job title on the top line in each column. In the left-hand column are items to consider. Rate each job according to the way you feel about it:

1 - Very Poor
2 - Poor
3 - Average
4 - Good
5 - Excellent

Parts of the Job	(Job)	(Job)	(Job)
1. Working conditions			
2. Salary			
3. Duties			
4. Chance for advancement			
5. Working hours			
6. Education needed			
7. Training required			
8. Fringe benefits			
9. Location of the job			
10. Outlook of this job ten years from now			
Total Points			

Is the job with the highest number of points your first choice? Why do you say that?

What did you discover by doing this exercise?

From **Illinois Career Guidance Handbook**, Illinois State Board of Education, 1981.

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 9-10

NEEDS:

Assistance in Planning Educational Programs and Work Experiences in Accordance with Career Goals

OBJECTIVE(S):

After completion of these activities the students will be able to:

1. Select courses which will complement a vocational program.

2. List extra-curricular activities which will enhance career goals.

3. Select a part-time job which will provide experiences related to their ultimate career goal.

SUGGESTED ACTIVITIES/STRATEGIES:

Have feeder school counselors, instructors and advisory committee members assist in the development of a list of recommended courses which complement each vocational program. Attachment 8 might serve as a worksheet. Arrange with ninth grade counselors or prevocational teachers for you to meet with small groups of students who show an interest in vocational programs. Assist students in completing the Educational Plan (Attachment 9). Explain to students how various activities can contribute to their careers. Provide student handbooks from feeder schools. Ask students to see which clubs or student organizations might provide helpful experiences. For example, a student planning to take Health Occupations would benefit from joining a Health Careers Club. Ask community agencies to provide a list of jobs for which a student might volunteer. Ask students to discuss how volunteer work might enhance their educational plan. Have students discuss other out-of-school activities which could be helpful, i.e. church, scouting, etc. Ask students to study part-time jobs from newspaper ads. Have them select one job which might relate to their career goal. Jobs will not always match up with specific vocational programs and you can show how a job dealing with people, data and things might be appropriate. Let each student discuss their selection and the rationale.

RESOURCES/PREPARATIONS NEEDED:

1. Arrange for sessions.
2. Acquire copies of feeder school student handbooks.
3. Get copies of newspaper want ads.
4. Meet with feeder school counselors, vocational teachers and advisory committee members to develop a list of recommended courses.
5. Contact community agencies for a list of volunteer jobs.
6. Prepare handouts.

EVALUATION:

Have students complete the evaluation form (Attachment 10) at the end of the sessions.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Invite successful graduates of vocational programs to discuss the vocational plan they followed. Have them point out what they might have done differently to have been better prepared for a job or further education.
2. Have a counselor from Job Service talk with students about the value of a part-time job.
3. Ask several vocational students to talk with students about their extra-curricular activities.

Attachment 8

NAME OF VOCATIONAL COURSE

Courses Recommended to Complement Vocational Program	Rationale

Attachment 9

EDUCATIONAL PLAN

Career Goal ______________________________

Vocational Program ____________________

Courses Required to Graduate

Grade 10	Grade 11	Grade 12

Recommended Courses to Complement Vocational Programs

Grade 10	Grade 11	Grade 12

Attachment 10

EVALUATION

1. Summarize what you learned about selecting courses to complement your choice of vocational programs.

2. What kinds of extra-curricular activities did you learn about which can enhance your career?

3. What part-time jobs are you aware of which relate to your career goals?

4. What additional activities would you suggest for improving the sessions?

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 10-12

NEEDS:

Assistance in Developing Effective Work Habits and Interpersonal Skills.

OBJECTIVE(S):

After completion of these activities, the students will be able to list at least 10 work habits and interpersonal skills and explain why they are important factors in keeping a job.

SUGGESTED ACTIVITIES/STRATEGIES:

Have a personnel supervisor make a presentation about the importance of good work habits and interpersonal skills. Ask that they use several examples. Ask the students to formulate a list of good work habits and interpersonal skills. Help them to relate classroom behaviors which reflect each word on the list. For example, they might list dependability as a desired work habit. Classroom behavior which reflects dependability might include:

Reports to class on time.
Regular attendance.
Completes assigned tasks on time.
Tries to solve problems before asking for help.

Have students list some of the common problems occurring among students in the classroom and laboratory/shop area. Examples might be: complains during clean-up duty; chooses to work only with certain students; tries to get others to do their work.
Have students relate these problems to a work situation. Have students complete Attachment 11. Discuss the importance of good work habits and maintaining a job.

RESOURCES/PREPARATIONS NEEDED:

1. Arrange a schedule with teacher.
2. Invite guest speaker.
3. Prepare handouts.
4. Plan for follow-up.

EVALUATION:

1. Have students list and explain 10 work habits and interpersonal skills important to job success.
2. Feedback from teacher may be obtained to determine a change in behavior of students.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Arrange for students to interview two or three workers in their area of occupational interest. Ask students to have the workers explain which work habits and interpersonal skills are important for that job.
2. Have students study a printout on an occupation from SCOIS or read about an occupation in the **Occupational Outlook Handbook.** Ask them to list the work habits and interpersonal skills related to the occupation.
3. Have students role play situations involving work habits. Discuss the possible consequences of these situations.

Attachment 11

EFFECTIVE WORK HABITS AND INTERPERSONAL SKILLS

Employers do not expect workers to be perfect. Work habits and interpersonal skills must be learned.

Study this list of effective work habits and interpersonal skills. Rate yourself on each. After rating yourself write a sentence describing how you can improve those habits and interpersonal skills which you need to improve.

Rate as follows: (G) Good; (A) Average; (I) Need Improvement.

___________ Dependability

___________ Neatness

___________ Tasks completed on time

___________ Honesty

___________ Cooperation

___________ Loyalty

___________ Friendliness

___________ Initiative

___________ Respect for authority

___________ Enthusiasm

___________ Acceptance of criticism

___________ Willingness to learn

___________ Willingness to follow instructions

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 10-12

NEEDS:

Assistance in Developing Interpersonal Skills

OBJECTIVE(S):

After completion of the following activities, the student will be able to:

1. Name three guidelines to use when expressing feelings.
2. Recognize a statement which illustrates a positive way of expressing feelings.
3. List three possible results of expressing feelings in a negative way on the job.

SUGGESTED ACTIVITIES/STRATEGIES:

Discuss the following points:

Eighty-five percent of the people who lose their jobs do so because they are unable to work with people, not because they lack technical skils. Workers who recognize and express their own feelings make it easier for others to understand them. It is important to learn to understand other people's feelings. The person on the job needs to learn how to express one's feelings in a clear and tactful way. It is not always acceptable to express feelings in a work situation. Have students complete Attachment 12. Discuss the questions and other activities. Summarize the case on Attachment 13. Have students complete the statements on construction paper and post them for discussion. Make a list of at least five results of expressing feelings in a negative way. Include: 1) you could lose your job; 2) you could cause tension; 3) you could be labeled "hot headed;" 4) people may avoid you; 5) you could lose your friends with whom you work. Use Attachment 14 as a guide for discussion.

RESOURCES/PREPARATIONS NEEDED:

1. Work with teachers to identify students who need assistance in expressing their feelings in a positive way.
2. Arrange time for sessions and send notices to teachers.
3. Prepare handouts.
4. Have magic markers and construction paper on hand.

EVALUATION:

1. Give students a list of negative statements and have them change them into positive expressions.
2. Get feedback from teachers to see if students have improved their interpersonal skills in the classroom and shop/laboratory.
3. Get feedback from students.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Role play case studies with students.
2. Invite a guest from industry to speak on the topic of Interpersonal Skills.
3. Use audiovisuals such as films, filmstrips, video tapes, etc. to involve students in activities to enhance interpersonal skills.
4. Have students write a skit to illustrate points.

Attachment 12

RECOGNIZING AND EXPRESSING FEELINGS

Read the following situation.

Randy sat next to Tim in the mechanical drawing class. Tim often would ask Randy to help him when they started a new project. One day Randy was behind in completing an assignment. Tim had interrupted Randy several times. Tim approached Randy's drawing board again with another question. Randy said, "You dummy, you bother me. Can't you do your own work?"

Answer the following questions.

1. Do you think Randy was sorry later for what he had said?
2. What do you think Randy was feeling?
3. What do you think Tim was feeling?

Some guidelines for expressing feelings in a constructive way are:

Be tactful and gentle.
Describe what you don't like or what makes you angry.
Make statments that begin with "I" instead of "you."

Read the situation again. Using the guidelines for expressing, how could Randy have expressed himself?

Think of a time when you said something you were sorry for later. Describe your feelings at the time. Explain what the other person(s) was feeling.

Now think of a way you could have expressed your feelings without feeling sorry later. Describe the difference in the way you handled the situation and how you might have handled it.

Attachment 13

EXPRESSING FEELINGS ON THE JOB

You work in an auto mechanic shop. You are constantly having to look for tools because your co-workers have failed to return them to tool storage. Subtle hints have not solved the problem. You are beginning to be irritated since it takes valuable time from your work to locate the tools. Today you have a big repair job and you want to leave early. When you go to get the needed tools, they are scattered all over the shop.

Complete the following statements:

A negative way of expressing feelings in this case might be to say ____

____

____

A positive way of handling the situation is to say to your co-workers ____

____

____

List the possible results of expressing feelings in a negative way on the job.

1.

2.

3.

4.

5.

EXPRESSING FEELINGS ON THE JOB

Part 2

Good relationships result when workers can discuss problems openly. Workers are more likely to be happy in their jobs when they get along with co-workers. Giving positive feedback to others is a valuable skill in getting along with others in work situations.

Read the following case.

Jane was employed as a receptionist-file clerk in a busy physician's office. Over a peroid of one year, the office manager had increased her duties gradually until she was not only making appointments and filing but also responsible for part of the bookkeeping and insurance. She worked during her lunch hour and seemed to always be behind in her work. Often she felt that she was underpaid and treated unfairly but she never said anything. One day the office manager approached Jane with a bill and accused her of overcharging a patient. Jane jumped up from her chair and screamed, "You can have this job, I'm finished." She picked up her purse and left.

What is the main problem with Jane?

Feelings do not "go away." Feelings that are held inside over a long period of time can result in drastic actions. We often have difficulty expressing our feelings and getting a point across.

Examples:

1. You're always late. Hurry up!
   Instead of:

   When you don't get here on time, I get angry because I like to see the beginning of the movie.

2. You are lazy! You never do your share of the work.
   Instead of:

   When you don't do your share of the work, I get irritated because I don't have time to complete the job by myself.

Notice in the examples, the point is made without putting the other person down. This is called the "I" message. It includes three parts:

1. What it is that bothers you
2. Your feeling about it
3. How the persons action affects you

Write an "I" message from the following negative statement.

You talk too fast. Slow down!

Write an "I" message Jane could use to tell the office manager that her work load was unreasonable.

Example:

When you expect me to work during my lunch hour, I get upset, because I am just too tired and hungry to work.

Describe what Jane did about her feelings.

How could she have acted differently?

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 12

NEEDS:

Assistance in Recognizing and Overcoming Potential Obstacles to Career Success Because of Handicap

OBJECTIVE(S):

After completing the following activities, the student will be able to list at least two potential problems encountered by handicapped employees and discuss possible solutions for these problems.

SUGGESTED ACTIVITIES/STRATEGIES:

Have three workers with handicapping conditions conduct a panel discussion about their individual situations. Ask them to emphasize the problems they encountered as employees and how they solved these problems. Have students complete Attachment 15. Assist them in summarizing the abilities needed to succeed in their area of occupational interest. Have students compare their abilities as they rated themselves on Attachment 15 with the abilities needed in a specific occupation. Ask them to list any problems they might encounter on the job as a result of any weaknesses they identified. Invite an employer to talk with students about expectations on the job. Have an attorney talk with students about the laws related to hiring the handicapped. Have a personnel director present two or three case studies for discussion. Ask that they discuss specific problems handicapped employees have encountered. Involve students in suggesting solutions to these problems. Have students complete Attachment 16. Explore with them individually their interests, abilities, limitations and ultimate career goals using information provided on Attachment 16. Discuss with the student any problems which they might not have identified as a potential problem they might encounter on the job. Assist them in planning solutions.

RESOURCES/PREPARATIONS NEEDED:

1. Schedule sessions.
2. Invite guest speakers.
3. Prepare handouts.

EVALUATION:

1. Have students write a paragraph or discuss with you what they learned from the sessions.
2. Placement follow-up studies should be reviewed for student placements.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have students visit a vocational rehabilitation workshop.
2. Ask handicapped students to share their successful experiences and tips on overcoming problems.
3. Provide "shadow" experiences for students.
4. Invite a guest to share information on the rights of handicapped workers.

Attachment 15

STUDYING YOURSELF

Answer these questions as accurately as you can.

Name ____________________ Area of Occupational Interest ________

1. Which two subjects of all the subjects you have studied in school did you like best?
   a. b.

2. Which two subjects did you like least?
   a. b.

3. In which two subjects did you do your best work?
   a. b.

4. In which two subjects did you do your poorest work?
   a. b.

5. What are your hobbies?

6. Have you had a paying job? If yes, what kind?

7. Have you done volunteer work? What kind?

8. Of all the things you do, what do you think you do best?

9. Has anyone ever said that you did a good job at something, or that you have a talent for something? What are these things?

10. Do you think the person was right? Why?

11. Have aptitude tests, grades, or achievement tests indicated that you have an area in which you perform well? Explain.

12. Do you feel that you get along well with other people?

13. Do you think of yourself as being an independent person? Explain.

14. Do you feel that you have any physical or other limitations that might restrict your occupational choice? Explain.

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Attachment 16

SEEING SOME OF MY ABILITIES

DIRECTIONS: Read the statement. Then make an "X" in the column which describes how you rate yourself on that ability.

READING ABILITY:	YES	SOME-TIMES	NO
Can you read the newspaper comics?			
Can you understand your textbooks?			
Can you read and understand a 12th grade textbook?			
Could you put 100 items in alphabetical order?			
Can you correctly spell most of the words you need to use?			
Can you write so that other people can read it?			
MATH ABILITY:	YES	SOME-TIMES	NO
If an amount was $2.41, could you give a customer the correct change for a $20 bill?			
Could you find the cost for 14 items by adding them together?			
Could you multiply and find the cost of 67 items if you knew that one item cost $.97?			
Could you divide a number by 78?			
Can you do fractions?			
MECHANICAL ABILITY:	YES	SOME-TIMES	NO
Can you change a back tire on a 10-speed bicycle?			
Can you repair a leaky faucet?			
Can you repair a small appliance such as a toaster?			
Can you follow directions (using a recipe or building a model)?			
Can you type at least 30 words a minute?			
PHYSICAL ABILITY:	YES	SOME-TIMES	NO
Can you work on the same project for several hours without giving up before you finish?			
Could you lift objects weighing 20 pounds for several hours at a time?			
Do you usually feel well?			
Can you work several hours where it is very hot or very cold?			
Do you have trouble getting up in the morning?			
Can you understand what is being said even if there are loud noises in the background?			
Do you see as well at night with the lights on as you do in the daytime?			
If you were first at an accident, would you know what to do?			
WORKING ABILITY:	YES	SOME-TIMES	NO
Do you like being around a lot of people?			
Do you like to talk to old people?			
Can you do things with kids your own age without getting into arguments?			
Could you do what the boss says without arguing?			
Could you leave in the middle of your favorite T.V. show to go to work?			
Are you always on time?			
Do you have good control of your temper?			
Do you like to work?			

Taken from the **Illinois Career Guidance Handbook**, Illinois State Board of Education, 1981.

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 10-12

NEEDS:

Assistance in Recognizing and Overcoming Communication Problems

OBJECTIVE(S):

After completing the following activities, students identified as having problems with verbal communication will be able to:

1. Describe the importance of listening.
2. List four ways to make sure one understands verbal instructions.
3. List three ways to improve skills in giving spoken instructions.

SUGGESTED ACTIVITIES/STRATEGIES:

Ask students to define verbal communication. Discuss the importance of listening. Point out that listening is not just the process of hearing. Listening occurs only when the listener understands the speaker's meaning. A worker must learn to listen to instructions, rather than just hear them. Ask students to give instructions to their homes. Have other students listen to the instructions and repeat them. Point out ways to improve listening. Include paying close attention, asking questions and taking notes. Give students verbal instructions which involve at least 5 steps. Allow them to ask questions. Have students complete Attachment 17.

Instruct students in giving verbal instructions. Emphasize that instructions must be clear, concise and complete in order to be understood. Giving verbal instructions is a skill used daily by most workers. Ask students to list the problems that might result when instructions are misunderstood. Discuss ways to improve giving spoken instructions. Have students list signs that indicate a listener does not understand instructions being given. Emphasize the importance of allowing listeners to ask questions.

RESOURCES/PREPARATIONS NEEDED:

1. Work with teachers to identify students.
2. Schedule sessions.
3. Prepare handouts.
4. Prepare some instructions which can be used as examples.

EVALUATION:

1. Have students give you feedback after they have had an opportunity to practice skills.
2. Have teachers evaluate improvement.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have students role play poor communication skills and effective communication skills.
2. Invite guests from industry to talk about the kind of instructions that might be given on the job at their place of employment.

Attachment 17

RECEIVING INSTRUCTIONS

You have just received some instructions. Answer the following question.

Did you understand the instructions you were given?

_____ Yes _____ No

If you answered yes, check those items that helped you understand the instructions.

_____ Listening carefully
_____ Taking notes
_____ Looking directly at the person giving the instructions
_____ Asking questions
_____ Having instructions repeated

If you answered no, try to identify the reasons you did not understand the instructions.

Failed to ask questions (Example)

Select a team member. Ask the team member to give you instructions on how to get to a certain place. While you listen, practice the following:

Look at the person talking
Listen carefully
Take notes
Ask questions
Have instructions repeated

Repeat the instructions to your partner to see if you understand them. Have your partner evaluate your listening skills.

Finish this sentence:

In order to improve my listening skills I need to practice

____.

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 10-12

NEEDS: Assistance in Overcoming Absenteeism

OBJECTIVE(S):

After completion of the following activities, students with a history of absenteeism will improve their attendance by 20% during a specified 90 day period.

SUGGESTED ACTIVITIES/STRATEGIES:

Lead a series of five thirty-minute small group sessions. Give students a copy of their attendance card for the previous year. Ask students to complete Attachment 18 indicating reasons for absenteeism and review this with them. Have students complete Attachment 19. Conduct a sharing session. Invite a personnel manager from industry to talk with students on how to keep a job with emphasis on dependability. Using Attachment 20, discuss decision making skills.

RESOURCES/PREPARATIONS NEEDED:

1. Identify students with attendance problems when they register for the next year.
2. Arrange time for sessions with teachers.
3. Contact guest speaker.
4. Prepare handouts.
5. Follow-up with a letter of appreciation to guest.

EVALUATION:

Check student attendance at the end of specified 90 day period.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Invite former students who dropped out of school as a result of poor attendance to talk with students.
2. Work out a contract with students to attend school regularly.
3. Conduct sessions to clarify work values.
4. Involve the teacher in providing positive reinforcement for good attendance.
5. Lead activities to assist student in improving self concept.

Attachment 18

Name ______________________ Date ___________ Grade Level _______

Mark a check by the reason(s) that best describe why you were absent from school last year.

___________ Personal illness

___________ Family illness or death in the family

___________ Missed the bus

___________ Skipped school with friends

___________ Parent/Guardian kept you home to run errands, etc.

___________ Did not get along with teachers

___________ Did not get along with classmates

___________ Worked during school hours

___________ Suspended from school

___________ Other: List any other reasons for your absences.

Write the total number of days you missed last year.

Write the number of days that were excused.

Write the number of unexcused.

Estimate as best you can the number of days that you could have avoided missing.

Complete the following statement:

"If I had attended school regularly last year, I _______________

____

____"

Attachment 19

Write a paragraph. Tell about the job you hope to have ten years from now. What school subjects will you need to do that job well? What kind of skill training will you need for that job? Do you think education and skill training are enough to help you keep that job? What can you do now besides take school subjects and skill training to insure that you can get and keep that job? What effect will school attendance have on your ability to secure and keep your job?

HOW TO MAKE DECISIONS

We make many decisions everyday. Yesterday you decided what to eat, what to wear, etc. List 3 other decisions you made.

1.

2.

3.

Were they good decisions? Why?

Try to follow this plan in making a decision:

1. Name the problem.
2. Think of at least 3 solutions.
3. Name all the reasons you can think of for and against the solutions.
4. Pick the best solution.
5. Try the solution.
6. Decide if it was a good choice.
7. Make a new plan if needed.

Think about this decision:

What should I do about attending school regularly?

Use the seven steps in making your decision.

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 10-12

NEEDS:

Assistance in Overcoming Sex Stereotyping in a Vocational Program.

OBJECTIVE(S):

After completing the following activities, female students taking nontraditional vocational courses will be able to describe problems, adjustments and advantages of entering a nontraditional occupation.

SUGGESTED ACTIVITIES/STRATEGIES:

Introduce the term female sex role stereotyping. Provide some old magazines and allow students to make a poster which portrays female sex role stereotyping. Have them make another poster that illustrates females in once traditional male jobs. Have the student look up the occupation in **The Occupational Outlook Handbook** for which they are preparing. Ask them if there are any duties in this job which could not be performed by a female. Invite a person who is in a nontraditional job to talk with the students. Discuss problems, adjustments, advantages, etc. that a person has faced. Have students complete Attachment 21. Discuss the laws related to sex equity. Ask students to list problems they are experiencing in their vocational class. Have them complete Attachment 22. After students have discussed their answers, ask how they might solve the problems they are experiencing.

RESOURCES/PREPARATIONS NEEDED:

1. Identify females in nontraditional classes
2. Arrange for guest speaker
3. Arrange sessions with teachers
4. Prepare handouts
5. Review the laws regarding sex equity

EVALUATION:

Have teachers provide feedback on how students adjusted to vocational course.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Arrange a field trip to visit a female worker on a nontraditional job.
2. Use audiovisuals such as "Jobs and Gender."
3. Contact the Consultant for Sex Equity in the South Carolina Department of Education for materials.
4. Develop video or slide presentations to show successful students in nontraditional occupations.
5. Invite an attorney to discuss laws dealing with sex equity.

Attachment 21

MALE OR FEMALE JOBS

Below is a list of jobs which were stereotyped as either male or female. Place an "M" by the traditional male job and an "F" by the traditional female job.

_______ AUTO MECHANIC
_______ BANK TELLER
_______ BEAUTICIAN
_______ BRICKMASON
_______ BUSDRIVER
_______ CARPENTER
_______ CHEF
_______ CHEMIST
_______ CONDUCTOR
_______ DENTIST
_______ ELECTRICIAN
_______ FARMER
_______ FIREFIGHTER
_______ FORESTER
_______ JEWELER
_______ JOCKEY
_______ JUDGE
_______ LAWYER
_______ LIBRARIAN
_______ LOCKSMITH
_______ MAID
_______ MAIL CARRIER
_______ MACHINIST
_______ MEAT CUTTER
_______ MINISTER
_______ MODEL
_______ NURSE
_______ ORDERLY
_______ PILOT
_______ POLICE OFFICER
_______ PRINTER
_______ ROOFER
_______ SECRETARY
_______ SHOE REPAIRER
_______ SURVEYOR
_______ TELEPHONE OPERATOR
_______ TRUCKER
_______ WELDER

Which of these jobs might now be held by a male or female?

Why do you think this has changed?

Attachment 22

PROBLEM SOLVING

Read the following sentences. Tell what you, the only female in the machine shop class, should do. Write your suggestions in the spaces provided.

1. The other students are always teasing you. They try to do your work for you. They make statements such as "girls can't do this work."

2. The teacher assigns you to chores such as checking out tools. You seldom get any experiences running the machinery. You suspect the teacher thinks you can't keep up with your classmates.

3. Your classmates use profanity. The teacher does not pay them any attention. You are embarrassed.

MAJOR THRUST: Guidance and Counseling **GRADE LEVEL:** 12

NEEDS:

Assistance in Recognizing and Overcoming Potential Obstacles to Career Success

OBJECTIVE(S):

After completion of the following activities, the student will be able to:

1. Identify at least three potential employee problems which might hinder career success.
2. List a possible solution to identified problems.

SUGGESTED ACTIVITIES/STRATEGIES:

Have an advisory committee member talk with students about potential problems which might affect career success. Include employee problems such as:

A need for further training but cannot afford to return to school.
Technological advances that make an occupation obsolete.
Rejection by co-workers.
Job calls for a transfer to another city but spouse does not wish to change jobs.

Ask students to help identify other problems. Have students read a case study which you have developed with the help of an advisory committee member. Have graduates talk with students about problems they encountered and how they solved them. Have students role play some of the problems identified. Have them discuss their feelings and perceptions. Ask an advisory committee member to observe the role playing and offer suggestions. Follow-up with individual counseling sessions with students who need additional help.

RESOURCES/PREPARATIONS NEEDED:

1. Arrange a schedule.
2. Talk with advisory committee member.
3. Prepare case study.
4. Invite graduates.
5. Prepare handouts.
6. Plan for follow-up.

EVALUATION:

Student follow-up studies.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Provide "shadow" experiences for students. Have them report their observations.
2. Record role playing problem situations on a videotape. Replay for discussion.
3. Ask teacher to point out some potential problems for individual students. Have teacher plan classroom/lab situations to help the student identify and solve these problems.

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Recruitment
Consultation
Guidance and Counseling
Career Development
Follow-Up and Follow-Through
Placement

Placement

PLACEMENT

Student placement needs:

1. Assistance in choosing from post vocational/high school program opportunities.
2. A student-employer liaison in program promotion and job development
3. Nontechnical pre-employment training skills
    a. job search skills
    b. job application skills
    c. job maintenance skills
4. Job referral procedures
5. Cooperative education method
6. Assistance in selecting post secondary education/training programs
7. Assistance in applying to post secondary education/training programs

The placement thrust consists of services to enable the student to choose from the many post high school opportunities available to the student. It also involves assistance in making the initial adjustments to it. The post high school opportunity may consist of a job, post-secondary training, military services, or a combination of these.

This major thrust received particular emphasis in the Education Improvement Act of 1984. The Act specifies that:

> "Commencing with 1987-88, to continue existing job preparatory programs, other than vocational agriculture, fifty percent of the graduates available for placement must be placed during the prior three years in the area for which training was provided."

Further, the State Board of Education promulgated regulations for implementation of the Act and has adopted the following regulation:

> "Beginning with the 1987-88 school year to continue existing occupational preparatory courses other than vocational agriculture, fifty percent of the graduates available for placement must be placed in the area trained. If at the end of any third consecutive year, average placement for the three (3) previous years is below fifty percent, the local school district shall discontinue funding the course with Federal and State funds. The State Board of Education may waive the fifty percent requirement upon recommendation of the local school district board of trustees if the local school district can demonstrate that a course responds to the employment needs of new or expanding businesses or industries."

Requirements of the Education Improvement Act and the regulation of the State Board of Education can be successfully implemented by a school district by establishing clearly defined placement services for each job preparatory vocational education program facility in the district (vocational center, comprehensive high school and regular high school). Size of the school district, size of the training facility, availability of personnel and resources, administrative philosophy, and other factors may determine the way in which these services will be provided; however, certain activities are deemed essential if success is to be experienced in this service.

A placement philosophy and well defined goals which are geared toward assisting students in job preparatory programs in securing successful employment upon completion of the training program should be developed. The goal of any training institution should be to enable its students to seek, obtain, and maintain a job based on the individual's needs, interests and abilities. The objectives of the placement services should be developed to dictate the emphasis of this goal along with a plan for implementing stated objectives. The range of placement services should be offered to all students according to their characteristics and the characteristics of the environment.

A staff member should be designated by the administration to direct/coordinate job placement services for each job preparatory training facility. A job placement coordinator may be hired to fulfill this responsibility or other staff members such as counselors, assistant principals, assistant vocational center directors and teachers may be designated to perform these responsibilities in a part-time role. It is important that the duties and responsibilities of the individual designated be clearly outlined in the staff member's job description. This staff member should serve as the central clearinghouse for job information for the school or center; information about job openings should be available from this source; and this individual should serve as the control point for job orders, job development, student referrals and student placement. This staff member should be responsible for planning and coordinating placement activities for the school or center with specific responsibility for job development and other placement duties given to job preparatory program teachers, counselors, and administrators.

An important segment that should be a part of each job preparatory training site is job development. Job development is communication with local business and industry for the promotion of job opportunities for students. This activity includes the identification of jobs in the community that students are qualified to fill and working with potential employers to restructure jobs so that more students may qualify. It also involves determining the needs of potential employers. Although this responsibility may be a major role for the staff member who coordinates the placement services, this segment should be equally shared by job preparatory program instructors since they are more knowledgeable than anyone of their student's capabilities and the local employer's needs. Administrators must also play an important part in this function to ensure that adequate resources and support are provided to successfully implement this activity. Consideration should be given to provide the necessary support staff; budget allocation for travel, supplies and equipment; and extended employment time for the appropriate staff members.

One component of placement services that should be a part of each job preparatory training site in nontechnical pre-employment training. This segment is concerned with the development of job seeking and job keeping skills by students and it is perhaps the most important component that should be implemented in placement services. The content of non-technical pre-employment training consists of: (1) job-search techniques; (2) job application skills; and, (3) job maintenance skills. This segment of a placement service can be integrated into courses in the existing curriculum, it may be taught as a separate course, or it may be integrated into a major thrust of the guidance's program. Since all individuals need adequate pre-employment skills to be successful in seeking and maintaining work, all schools should include provisions in its curriculum structure to ensure that all students receive training in this component prior to leaving the system.

The job referral component is an essential activity for every placement service. It is the process of referring and placing students in jobs for which they are qualified. The process requires a careful assessment of job requirements and student abilities in order to meet the needs of both employer and student. Although both the job placement coordinator and the job preparatory instructor should share equal responsibility in implementing this activity, it is important that a systematic procedure be established for job placement-referral at each training site in order to avoid problems; such as, (1) duplication of activities and information; (2) consuming too much of the employer's time; (3) confusing the employer about programs, referrals and services; and, (4) maintaining the best interests of both the employer and student being referred.

Another important type of job placement is cooperative education. This is a method of on-the-job training offered through the vocational education program where the student also receives related instruction in the classroom. The placement and coordination of this activity can be conducted by the job placement coordinator or other staff members with placement responsibility. The State Board of Education promulgated the following regulation for the implementation of the Education

Improvement Act of 1984 in support of cooperative education method:

> "Beginning with the 1987-88 school year, local school districts shall provide the opportunity for the cooperative method of instruction in the final level of vocational education (occupational) courses. Exception to this regulation may be made by the local school district board of trustees if approved by the State Board of Education."

Post-secondary school placement and financial aid considerations are most essential activities for the placement service. Although these functions culminate the vocational guidance services for some students, it does not represent the end of the career development process and students should be provided continual services in making the transition to the next step of the career ladder. It is important, therefore, that placement services possess the resources which will provide the student with information needed for selecting a post-secondary training institution/program and assistance in applying to the program.

Some suggested activities/strategies that may be implemented to meet the needs of placement services are outlined in the following pages.

MAJOR THRUST: Placement **GRADE LEVEL:** 12

NEEDS:

Assistance in choosing from post-vocational program opportunities

OBJECTIVE(S):

After completion of the following activities, the student will be able to:

1. Identify at least four methods of locating possible employment.
2. Given the information on potential placement sites, students will identify at least three sites related to their personal goals and experiences.

SUGGESTED ACTIVITIES/STRATEGIES:

The placement coordinator, guidance counselor, or other individual assigned specifically to the placement of vocational student needs to have a good knowledge of each student's qualifications. Additionally, an understanding of the job requirements must be obtained through business/industry contacts. An interview should be held with each student seeking employment. The purpose of the interview is to (1) review the student's credentials and job qualifications, (2) clarify occupational objectives, and (3) enable the coordinator to make judgments about the student's work readiness and provide individual job counseling, if necessary. Attachement 1 should be completed during the interview to provide the placement office with information on each student.

Job openings should be distributed to all vocational programs that may have students that would qualify for the position. All student information sheets on file should be reviewed for this purpose, also. If qualified applicants are identified, the placement specialist can assist them in applying for the job, as well as conducting interview practice sessions with them. If a candidate is successful, the placement specialist should offer assistance in the transitional phase from school to work.

RESOURCES/PREPARATIONS NEEDED:

1. Use a variety of media in the school to inform the students of current employment opportunities and future employment trends in the local area, state, region, and nation.
2. Use computerized information programs (Job Bank) to provide students with job information.
3. Encourage students to use personal sources for possible employment opportunities: family members, friends, and local businesses.
4. Inform students of special training programs and work-study opportunities.

EVALUATION:

1. Have students complete Student Information Sheet.
2. Have students list at least four sources of obtaining possible employment information.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Provide practice sessions for students in contacting a potential place of employment.
2. Provide assistance in developing interview folders for students (resume, application information, introductory card or letter).
3. Arrange contact time for prospective employers and students, either through class presentations, job fairs, or business/industry days.
4. Work with students to determine what they are seeking in terms of job satisfaction.
5. Contact both student and employer after interview for feedback.

SAMPLE STUDENT INFORMATION SHEET

Print All Information
All Information Will Be Kept Confidential

I. PERSONAL DATA

1. Name____

2. Current Address___________________________________
Number Street City State Zip

3. Phone________________

4. Soc. Sec. No._______________ 5. Birth Date__________

6. Sex__________ 7. Physical Description: Height______

Weight_______

8. Home School___________ 9. Vocational Program_________

II. PRESENT EMPLOYMENT STATUS

I Am Now Working:

10. Full-time (30 hrs. or more per week)______

11. ____
Place of Employment

12. Unemployed_____________________

My Previous Job Experiences Include:

13. Job Experience: (All paying jobs, temporary and volunteer work)

____

____

III. EDUCATION

14. What School Subjects Are Your Strengths and Weaknesses?

Strengths:____

Weaknesses:____

15. Do You Plan On Continuing Your Education? Yes__ No__

16. Where Do You Plan To Continue Your Education?__________

Attachment 1 Cont'd.

IV. EMPLOYMENT INTERESTS

17. If Unemployed, Are You Actively Seeking Employment?

Yes_____ No_____

If Seeking Employment, Indicate Interest Areas of Jobs You Would Accept. Pick 3 - Put the Number Of Your Choices In Blanks Below.

(1) Apprenticeship
(2) Auto Mechanic
(3) Civil Service
(4) Commercial Art
(5) Construction
(6) Electronics
(7) Factory Work
(8) Food Preparation
(9) General Maint.
(10) Grocery
(11) Hospital Technician
(12) Hospital Work
(13) Landscaping
(14) Machine Shop
(15) Military
(16) Office Work
(17) Restaurant Work
(18) Retail Store
(19) Service Station
(20) Sewing
(21) Other (Specify)

Full-Time	Part-Time
18. __________	21. __________
19. __________	22. __________
20. __________	23. __________

24. If You Have Any Skills, Abilities, Hobbies Or Experiences That Would Relate To Your Job Choice, List Below.

____

25. Are You Interested In Working During The School Year?

____

After Graduation? ________________ Both? _____________

26. During The School Year, What Hours Are You Available (Afternoons: Evening: Weekends: Others:)

____

27. After Graduation, When Will You Be Available (Date, Hours, Other)?

____

28. List Any Employment You Would Not Accept.

____

29. Do You Have Transportation? Yes ________ No ________

Type: Own Car__ Bus__ Family Car__ Other (Specify)__

V. ADDITIONAL INFORMATION

____

____

MAJOR THRUST: Placement **GRADE LEVEL:** 11-12

NEEDS:

Student-Employer Liaison in Program Promotion and Job Development

OBJECTIVE(S):

After completion of the following activities, the student will be able to explain the importance of a good working relationship among the school, student, and employer.

SUGGESTED ACTIVITIES/STRATEGIES:

Placement coordinators and counselors responsible for the placement process should concentrate their activities in the areas of program promotion and job development as these areas determine the success factor of placement services. Good public relations procedures should be developed by the placement coordinator. Newspaper articles explaining the services of the placement office should be published on an annual basis to make the public aware of these available services. Business/industry contacts should be made, both through written contact as well as a follow-up visit. These personal contacts sometimes will provide an opportunity to change employment attitudes and practices that might otherwise eliminate a possible applicant from obtaining a job. Providing students with a job fair or business/industry day gives an excellent opportunity for employer/student contacts. Tours of the educational facility can give prospective employers the opportunity to compare their specific needs with what is actually being taught.

Another suggested activity is to develop a mini-resume directory containing graduating student information and distribute this to potential employers within a community. This information can be obtained from resumes that students prepared during their pre-employment training sessions and/or through individual interviews. Stress to students during counseling sessions of their part in making a placement service successful.

RESOURCES/PREPARATIONS NEEDED:

1. Compile a mailing list of all businesses/industries within the geographic location to be served.

2. Develop a letter introducing the placement services available and mail to business/industry (Attachment 2).

3. Contact local newspaper to schedule an interview for developing a news article on the placement services available.

4. Maintain a resume file on all students available for placement in the placement office. This provides information to use when contacting business/industry.

5. Contact businesses/industries to ask for participation in conducting a business/industry day.

EVALUATION:

1. Have students, after counseling sessions, state the importance of a good student-school-employer liaison in program promotion and job development.

2. Placement rate of the school will determine effectiveness of the placement program.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Develop a placement services brochure explaining the services available and distribute to both students and prospective employers.

2. Maintain an employer file in the placement office. This file should contain such information as job requirements, preferences for qualifications of potential employees, job vacancies, starting salary, benefits, training requirements, and a contact person.

3. Student information files should be developed for each student seeking employment. In addition to a resume, this file should contain a student profile (Attachment 3).

4. Through the assistance of the local chamber of commerce and company publications, obtain as much information as possible about a particular company before making a contact.

5. The placement office should act as an agency liaison to the community to foster development of placement openings. Placement personnel should be available for speaking engagements to civic groups in order to promote the placement services program.

Attachment 2

Anywhere Area Vocational Center
Post Office Box 1949
Anywhere, South Carolina

March 8, 19____

Dear Sir:

Spring has finally arrived and with it, many of the traditional spring events are beginning. One of those events will be the graduation of the class of 19____. We at Anywhere Area Vocational Center believe that we owe our students more than their diploma. We feel that we owe them as much help and assistance as we can give them in looking for their first full-time job. This is the basis for the existence of our student placement service.

Our vocational school will graduate students trained and qualified to accept positions in any of the following major fields.

(List courses offered at your school or center)

Entry level employees with prior training are almost always an immediate asset to any employer. If you find yourself in a position this spring where an additional employee is going to be required for your business, it may be advantageous for you to call the Student Placement Service at Anywhere Area Vocational Center and take a look at our graduating seniors.

At sometime in the near future, you may receive a phone call or a personal visit from me. I am anxious to find out as much as I can about you and your company so that in the future, our school can provide the type of training for our students that the business community requires.

If you have any suggestions or questions or would like to take advantage of our service, please telephone the school at _________.

Very truly yours,

John A. Doe
Student Placement Coordinator

South Carolina Department of Education, **A Guide to Student Placement and Follow-up Programs** (Columbia, S.C.: Department of Education, 1973), Page 68.

STUDENT PROFILE

1. Name ______________________________
   Last First Middle

2. Home Address ______________________________
   Street City State Zip

3. Telephone Number __________ 4. Social Security No.________

5. Vocational Program Area ______________________________

   I will graduate ____________________
   Month and Year

6. After I graduate my plans are:
   ____ Work full-time
   ____ Continue education
   ____ Military
   ____ Other (specify) ________

7. Job Objective: ______________________________

   ____ Not planning to work ____ Undecided

8. Date available for employment: ______________________________

9. Extra-curricular activities: ______________________________
   ____

10. Work History (start with most recent employment)

    (1) Employer __________________ Telephone Number __________

    Address ______________________________
    Street City State Zip

    Job Title ________________ Length of Employment ________

    (2) Employer __________________ Telephone Number __________

    Address ______________________________
    Street City State Zip

    Job Title ________________ Length of Employment ________

11. Are references available? ____ Yes ____ No

12. Are you willing to relocate? ____ Yes ____ No

13. Do you have transportation? ____ Yes ____ No

MAJOR THRUST: Placement **GRADE LEVEL:** 12

NEEDS:

Pre-employment Training Skills-Job Search

OBJECTIVE(S):

After completion of the following activities, the student will be able to identify five potential employers for a specific occupation, using at least four different resources.

SUGGESTED ACTIVITIES/STRATEGIES:

Conduct job search training sessions with students. Students should be made aware of the many sources of job information. Have students develop an individualized job search plan which should include the following: specific number of job options; specific number of interviews planned; employer contacts to be made; sources of possible job openings the student plans to pursue; and a specific target date the student plans to be employed.

After the student has prepared one's own job search plan, the placement specialist should review the plan with the student to make sure all stated goals are realistic. This also provides an opportunity to encourage the student to handle possible rejections that might occur during the job search process. Also, have each student complete Attachment 4 to determine one's ability to identify potential employers from various sources of information.

RESOURCES/PREPARATIONS NEEDED:

1. The placement specialist should provide students with information about the scope of the services offered by the placement office. Encourage students to register with the placement office.

2. Provide students with sources of information: school placement office, newspaper want ads, personal contacts, friends, relatives, public and private employment agencies, telephone directories, Civil Service Commission for state or national jobs, and the South Carolina Occupational Information System.

3. Schedule for individual or small group interview sessions to develop placement action plans for students.

4. Provide practice sessions for students concerning proper employer contacts; telephone techniques, letter of inquiry, etc.

EVALUATION:

Have students complete Attachment 4 (Job Search Employment List).

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Instruct students to publicize their need for assistance in obtaining a job through personal friends, relatives, and instructors as many surveys indicate that this is one of the best sources of information.

2. Encourage students to apply directly to employers as nearly two out of every three job seekers find employment using this procedure.

3. Have students research a company in which he/she would like to work. Have them develop a listing of possible job opportunities, present and future, job requirements, application procedures, and salary offered, if available.

4. Have students answer an employment announcement, if available, using job search plan developed by the student and approved by the placement office.

JOB SEARCH EMPLOYER LIST

OCCUPATION:

NAME:

Employer	Address	Phone Number	Type of Business or Industry	Person to Contact	Source of Information

Attachment 4

MAJOR THRUST: Placement **GRADE LEVEL:** 12

NEEDS:

Pre-employment Training Skills-Job Application

OBJECTIVE(S):

After completion of the following activities, the student will be able to complete a job application form using proper techniques (neatness, completeness) with 100% accuracy.

SUGGESTED ACTIVITIES/STRATEGIES:

The placement office should maintain a file of job applications from various business/industries to use in assisting students in the proper preparation of applications. Courtesy dictates that permission be obtained before using applications as a training instrument. Work with students on a small group basis or offer assistance to faculty in conducting sessions of job application preparation. During these sessions, stress the importance of the following rules: (1) read all instructions carefully before starting; (2) follow instructions **exactly**; (3) type or print neatly (mention that some applications are to be completed in the applicant's own handwriting); and (4) check for completeness and accuracy. Stress that the application is often used by the employer to determine whether or not an applicant has the academic and other preparation necessary to fill the particular position. After students have completed a sample job application (Attachment 5), review each application to determine correctness. Attachment 6 may serve as a checklist for accuracy.

RESOURCES/PREPARATIONS NEEDED:

1. Compile as many different application forms as possible in the placement office for use in training sessions.
2. Use applications which have been completed, both correctly and incorrectly, to show students the do's and don'ts of completing an application.
3. Have students prepare a fact sheet on themselves listing the basic information that is usually asked for on an application. This information should be kept by the student to use as a reference when filling out applications.

EVALUATIONS:

Have students complete an application form using proper techniques and use Attachment 6 as a checklist for accuracy.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Provide opportunities for student interaction with personnel from business/industry by conducting seminars during the school year. This provides an excellent opportunity for students to learn what prospective employers look for when checking a job application.
2. Assist students in the legalities of information that may be requested on a job application.
3. Provide assistance to students in gathering information needed for completing a job application (social security number, full names, titles, addresses and telephone numbers of references, former employers, etc.). Assist the student in securing a social security card if the student does not have one.
4. Have students research potential jobs for anticipated wages to be earned. Stress that on applications requesting anticipated wages, it is best to give a range instead of a specific amount.

"COMPANY X"

APPL ION FOR EMPLOYMENT DATE ____________

POSITION APPLYING FOR ____________ ☐ FULL TIME ☐ PART TIME (HOURS AVAILABLE) ____________

NAME LAST FIRST MIDDLE INITIAL	SOCIAL SECURITY NUMBER	DATE OF BIRTH MO. DAY YEAR	HEIGHT ______ WEIGHT ______
ADDRESS STREET CITY STATE ZIP CODE	BUYING ☐ LIVING WITH PARENTS ☐ RENTING ☐ LIVING WITH RELATIVES ☐	PHONE (INCLUDE AREA CODE)	
MARITAL STATUS ☐ SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED	NUMBER OF CHILDREN	AGES (BY YEAR OF BIRTH)	
SPOUSE'S NAME	OCCUPATION	SPOUSE'S PLACE OF EMPLOYMENT	WHAT ARRANGEMENTS ARE PROVIDED FOR CHILD CARE?

INDICATE MAJOR ILLNESS, NERVOUS DISORDER, OPERATIONS OR INJURY IN THE PAST THREE YEARS

REFERENCES: LIST THREE, OTHER THAN RELATIVES

NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	MEANS OF TRANSPORTATION
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	REFERRED BY
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	

IV-29

SCHOOL

SCHOOL	NAME OF SCHOOL, CITY AND STATE	CIRCLE LAST YEAR COMP.	LAST YEAR ATTENDED	DID YOU GRADUATE?	MAJOR STUDY	
HIGH SCHOOL		9 10 11 12	19			
JR COLLEGE		1 2	19			
COLLEGE		1 2 3 4	19			
TRADE SCHOOL		1 2	19			

HIGH SCHOOL GRADE AVERAGE	COLLEGE GRADE AVERAGE	SPECIAL INTERESTS AND ABILITIES

EXTRACURRICULAR ACTIVITIES, CLUBS, MEMBERSHIPS IN ORGANIZATIONS, HONORS, ETC.

MISCELLANEOUS

PREVIOUS EMPLOYMENT WITH THIS COMPANY ☐ NONE	DATE LOCATION:	REASON FOR LEAVING	PERSON TO BE CONTACTED IN CASE OF EMERGENCY
DATE AVAILABLE FOR WORK	ARE YOU WILLING TO WORK NIGHTS? ☐ YES ☐ NO	ARE YOU WILLING TO WORK WEEKENDS? ☐ YES ☐ NO	NAME
HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR? (IF YES, SPECIFY CHARGE(S), LOCATION(S), DATE(S), AND PENALTY) ☐ YES ☐ NO			ADDRESS
ARE YOU WILLING TO TRAVEL? YES ☐ IF YES, PLEASE SPECIFY BELOW NO ☐ IN STATE ☐ OUT OF STATE ☐	HAVE YOU EVER MADE APPLICATION FOR A BOND WHICH WAS REFUSED? ☐ YES ☐ NO IF YES, EXPLAIN:		CITY AND STATE PHONE AREA CODE

Attachment 5

MILITARY

BRANCH OF SERVICE	DATE ENTERED MO. YEAR	DATE DISCHARGED MO. YEAR	RANK OR RATE AT DISCHARGE	TYPE OF DISCHARGE	SELECTIVE SERVICE CLASSIFICATION	DO YOU BELONG TO A RESERVE ORGANIZATION? ☐ YES ☐ NO
MAJOR MILITARY ASSIGNMENT (TYPE OF DUTY)						

WORK HISTORY

NAME OF PRESENT OR LAST EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO. YEAR		
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME
NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO. YEAR		
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME
NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO. YEAR		
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME

APPLICANT COMMENTS ______________________________

AGREEMENT I HEREBY AUTHORIZE YOU TO INVESTIGATE ALL STATEMENTS CONTAINED IN THIS APPLICATION. I CERTIFY THAT SUCH STATEMENTS ARE TRUE AND UNDERSTAND THAT ANY MISREPRESENTATION OR OMISSION OF FACTS WILL DISQUALIFY MY APPLICATION OR, IF HIRED, WILL BE CAUSE FOR DISMISSAL.

DATE ______________ SIGNATURE ______________________________

DO NOT WRITE BELOW THIS LINE

INTERVIEW DATE ______________ INTERVIEWER ______________ COMMENTS ______________

Attachment 6

CHECKLIST FOR APPLICATION FORM AND INTERVIEW POTENTIAL

	PLUS (+)	MINUS (-)
Neatness	_______	_______
Written in ink	_______	_______
Correctness	_______	_______
Spelling	_______	_______
Legible handwriting or printing	_______	_______
Completely filled out	_______	_______
Understandable (answers make sense to reader)	_______	_______
Signature at appropriate place	_______	_______

Any additional comments ____

____

____

MAJOR THRUST: Placement **GRADE LEVEL:** 12

NEEDS:

Pre-employment Training Skills - Preparing a Resume and Letter of Application

OBJECTIVE(S):

After completion of the following activities, the student will be able to:

1. Prepare a personal resume using the skills covered in the following activities.
2. Prepare a letter of application to accompany the resume.

SUGGESTED ACTIVITIES/STRATEGIES:

Assist students through individual or small group sessions in resume and letter of application preparation. Cover basic elements of a resume: personal data, educational background, extracurricular activities, previous work experiences, and references. Work with students on guidelines for proper preparation of a letter of application: (a) neatly typed on good bond paper, using proper sentence structure; (b) address letter to a specific person; (c) state position sought and give a few concise statements regarding qualifications for the position; (d) mention that a resume is enclosed or is available upon request; and (e) ask for an interview at the employer's convenience. Provide practice sessions in resume and letter of application preparation, stressing neatness, completeness, and accuracy. Attachment 7 will serve as a worksheet for preparing a resume. Use Attachment 8 as a sample letter of application.

RESOURCES/PREPARATIONS NEEDED:

1. Prepare copies of sample letters of application, correctly and incorrectly completed, to be used in work sessions with students.
2. Have prepared resumes available to assist students in their own preparation.
3. List major components of a resume and letter of application to be used as a handout for students.
4. Have students list references to be used and make sure that they obtain permission from these individuals.
5. Provide access to a typewriter for those needing one.

EVALUATION:

Have students prepare a personal resume and accompanying letter of application for a specific job, using the attached worksheet and sample letter of application as guides.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Invite personnel from business/industry to conduct sessions in the school to discuss the importance of resumes and letters of application in the employment process.
2. Have students ask instructors to critique completed resumes and letters of application. Ask instructors to provide feedback to student and to the placement office.
3. Assist students who request help in preparation of a resume and letter of application for existing job openings.

Attachment 7

RESUME WORKSHEET

NAME	TELEPHONE
ADDRESS	SOC.SEC.NO.

PERSONAL

JOB OBJECTIVE (OPTIONAL)

EDUCATION

HONORS, ACHIEVEMENTS, AND OUTSIDE INTERESTS

WORK EXPERIENCE

SKILLS

REFERENCES

South Carolina Department of Education, Job Seeking: How and Where (Columbia, S.C.: Department of Education, 1982), page 63.

Attachment 8

SAMPLE LETTER OF APPLICATION

108 State Street
Forest Trees, SC 21111
(Use current date)

Ms. Connie Harris, Personnel Director
Edwards Textile Company
1304 High Avenue
Conway, SC 20000

Dear Ms. Harris:

The position of graphic artist which you advertised in yesterday's Greenville Newspaper is one for which I feel well qualified. Your consideration of me as an applicant would be appreciated.

As you can see from the enclosed resume, I have had varied and numerous experiences in working in the area of graphic communications. For example, in a statewide contest that identified the best students in graphic communications, I was rated second in South Carolina. Morever, my average grades in this vocational area have always ranked among the upper 10% of my class.

As a graphic artist in your company, I would eagerly put to use some of my skills in layout and illustrations. These skills have been cultivated in school as well as at home. Work experience at the local newspaper has given me on-the-job training in the graphic communications department. I enjoy this type of work immensely; I also enjoy working with others who have common interests in preparing the best possible product.

At your convenience, I would appreciate being interviewed for the position. I can be reached any weekday from 9 a.m. to 5 p.m. at this telephone number: 749-1234. If you prefer to write, please use the address on this letter. Thank you for your consideration of my request.

Sincerely,

Mary Dean

Enclosure

South Carolina Department of Education, **Job Seeking: How and Where** (Columbia, S.C.: Department of Education, 1982), page 74.

MAJOR THRUST: Placement **GRADE LEVEL:** 12

NEEDS:

Pre-employment Training Skills - Job Interview

OBJECTIVE(S):

After completion of the following activities, the student will be able to demonstrate an understanding of needed interview skills, by examination, with 90% accuracy.

SUGGESTED ACTIVITIES/STRATEGIES:

Conduct training sessions with students to provide needed information for effective interviews. These sessions should cover such items as proper dress, effective manners, eye contact with the interviewer, knowledge of the company, being on time for the interview, and the need to answer questions directly and completely. Provide opportunities for students to conduct practice interviews through the placement office. Role playing interviews can be conducted by placement personnel, faculty members, and by students with other students. Offer suggestions for improvement after each interview. Publicize through all available means within the school that the placement office is available to assist with training for interviews. If the equipment is available, video tape interviews and then play them back for critical analysis. Use various handouts such as Attachments 9 and 10 to provide information to students concerning effective interviews. Provide assistance in proper follow-up procedures after going through a job interview (follow-up letter, personal contact, telephone contact). Also, provide assistance in proper acceptance or rejection of a job offer.

RESOURCES/PREPARATIONS NEEDED:

1. Prepare appropriate handouts to be used during sessions with students.
2. Make faculty aware of the placement office's availability regarding interview practice.
3. Provide video equipment for use in taping practice interviews, if available.
4. Contact business/industry to invite interviewers into the school to provide assistance in interview techniques.

EVALUATION:

Have students complete Attachments 11 and 12 at the end of interview training session.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Invite telephone company representative to work with students concerning proper telephone etiquette.
2. Conduct individual sessions with students to discuss personal assets and how to do a self-evaluation in determining the strong points necessary to secure a prospective job.
3. Have students research a business or industry to deterine information about the company. Suggest that they determine such information as number of employees, products made or sold, wages, and specific job areas available.
4. During a practice interview, have students dress appropriately. Offer helpful suggestions after the interview, if needed.

Attachment 9

TIPS ON INTERVIEWS

Before the Interview

1. Research the company.
2. Review your qualifications and the requirements of the job for which you are applying.
3. Make sure that you are neat in appearance.
4. Know the exact time and place of the interview. Arrive at least ten minutes early.
5. Take your own pen and pencil.
6. Carry a copy of your resume with you.
7. Be prepared to furnish names and addresses of references.
8. Go alone - Do not bring friends!

During the Interview

1. Speak plainly and clearly.
2. Do not interrupt the conservation of the person talking.
3. Always be polite.
4. Do not speak too loudly or too softly.
5. Look at the interviewer while talking to the interviewer.
6. Answer the exact question asked.
7. Do not discuss anything except the job and your qualifications.
8. Sit comfortably with good posture.
9. Be sincere.
10. When the interview is over, express your appreciation for the employer's time and consideration.
11. Do not chew gum and smoke.
12. Be positive - about yourself and your abilities.

Attachment 10

QUESTIONS FREQUENTLY ASKED DURING THE JOB INTERVIEW

1. What are your future career plans?
2. How would you describe yourself?
3. In what type of position are you most interested?
4. How do you spend your spare time?
5. Why do you think you would like to work for our company?
6. Why should I hire you?
7. What qualifications do you have that make you think that you will be successful in the working world?
8. How do you determine or evaluate success?
9. If you were hiring a person for this position, for what qualifications would you look?
10. What subjects in school did you like best?
11. Do you prefer working with others or by yourself?
12. Can you take instructions without feeling upset?
13. What have you learned from participation in extra-curricular activities?
14. In what kind of work environment are you most comfortable?
15. How do you work under pressure?
16. What do you know about our company?
17. Are you willing to travel?
18. Are you willing to spend six months as a trainee?
19. Are you willing to work overtime?
20. What have you learned from your mistakes?

APPLYING FOR A JOB

During an interview, it is all right to:
- A. Chew gum
- B. Smoke
- C. Use Slang speech
- D. Do none of these things

A question you should be prepared to answer during a job interview is:
- A. Why do you want to work for us?
- B. What can you do?
- C. What is your career goal?
- D. Any of the above

When asked the salary you expect, the best response is:
- A. "How much will you pay?"
- B. "What am I worth?"
- C. "What is the going rate?"
- D. To name an amount

How you speak is important in a job interview. You should:
- A. Practice grammar; use complete sentences
- B. Avoid stammering - speak clearly
- C. Avoid "uhs" and "ers"
- D. Follow all of these suggestions

Should you shake hands with the job interviewer?
- A. Yes, when you leave
- B. Yes, when you meet
- C. Only if the interviewer puts his hand out first
- D. No

Going through a job interview should be thought of as:
- A. A frightening experience
- B. Something to forget as soon as possible
- C. An opportunity to grow by learning to do better next time
- D. The only chance you will ever have

During a job interview, you should:
- A. Tell as much as you can about yourself and your family
- B. Give all facts showing your qualifications for the job
- C. Claim skills that you do not have
- D. Avoid answering questions that might embarrass you

When the interviewer calls you into his/her office, you should:
- A. Sit down so that nobody can tell your knees are shaking
- B. Stand until you are told to sit down
- C. Say that you don't feel well and leave
- D. Stand throughout the interview

It is important for you to learn the name of the job interviewer because:
- A. You may want to call him/her later
- B. You will know whom to see
- C. Everyone likes to hear his/her own name
- D. All of the above

In preparing for a job interview, it is important that:
- A. Shoes are polished and in good condition
- B. Hair, face, and hands are clean and well-groomed
- C. Clothing is businesslike, pressed, and clean
- D. All of these things are done

Why might a job interviewer ask you what your interests are?
- A. To get to know you better
- B. To find out how smart you are
- C. To find out how the job best matches your interests
- D. To see whether or not you like the same things that other employees like

During a job interview, what should you do with your hands?
- A. Scratch your head
- B. Show the interviewer that your nails are clean
- C. Keep your hands quietly in your lap
- D. Put your hands in your pockets

Before going for a job interview, the most important thing to know about an organization is:
- A. What it does
- B. How many people work there
- C. The average salary of beginning employees
- D. The name of the owner

Some of the personal traits that most job interviewers look for are:
- A. Dependability, promptness, and a neat appearance
- B. High intelligence, lively personality, and good looks
- C. A serious purpose and a straight face
- D. A happy-go-lucky outlook, someone who likes a good laugh

Before applying for a job, it is a good idea to prepare a list of your strengths and your skills. The reason for this is to:
- A. Impress your new boss
- B. Persuade the employer to give you a higher salary
- C. Help the person interviewing you find the job suited to your skills
- D. Do all of the above

After the Interview

1. Analyze the interview. Did you answer questions intelligently?

2. Write down any job leads or helpful information that you may have learned during the interview.

3. Follow up after the interview. Write or call the interviewer to express your appreciation for the interviewer's time.

4. If you don't hear from the organization within two weeks, contact the interviewer to find out about the status of your application.

5. Keep up your courage if the interviewer does not hire you. You may not get the first job you seek.

MAJOR THRUST: Placement **GRADE LEVEL:** 11-12

NEEDS: Job Referral Procedures

OBJECTIVE(S):

After completion of the following activities, the students will be able to:

1. Demonstrate an understanding of the referral procedure developed within a school.
2. Successfully be interviewed using the techniques given in the activities below.

SUGGESTED ACTIVITIES/STRATEGIES:

The first step in a successful referral process is the development of a job order form to be used by the placement office. This provides important information for the placement coordinator to use in matching the proper student to the available job opening. The form should be available to all faculty, secretarial, and administrative staff members for use in taking a job order from an employer. This information should be listed as detailed in Attachment 13.

Step two is to match potential job applicants with the requirements listed on the job order. Review of the student information sheet, introduced earlier in this manual, provides information necessary for pre-screening by the placement office. Conduct individual interviews with these applicants to determine those who are qualified for the position. If you are unsuccessful in locating a qualified individual, notify the employer. Explain your situation and express a desire to assist in the future.

Finally, if a candidate(s) is found for the opening, contact the potential employer and arrange an interview. Explain that these candidates have been pre-screened through the placement office for job readiness. If an interview is scheduled, prepare a job referral sheet (Attachment 14) for each applicant. This serves to introduce each candidate and to provide a means of obtaining the results of the interview. Follow-up after the interview, regardless of the outcome. For successful candidates, provide them with instructions regarding the transition from school to work. For candidates not hired, help them to determine the cause of their not getting hired and work with them to improve their employability skills.

RESOURCES/PREPARATIONS NEEDED:

1. Develop a job order file in the placement office to maintain a listing of all available openings.

2. Prepare job referral forms to be filled out by placement office and given to applicants when they go for an interview.

3. Establish a job referral procedure to be used by the placement office and make the entire staff aware of how it works.

4. When making contact with personnel in business/industry, make proper referral arrangements with each company.

EVALUATION:

1. Have students in individual counseling sessions list the proper procedures in obtaining a job interview, using the school's placement office for assistance.

2. Successful placement of students seeking assistance through the placement office will determine the effectiveness of the referral procedures.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Conduct practice interviews with candidates for the specific job opening. Use information gathered through contact with the prospective employer to formulate interview questions.

2. Distribute job openings notices to teachers who may have qualified applicants for the job. Ask that these students be channeled through the placement office for screening.

3. Job placement profiles of former students should also be reviewed to determine if anyone is qualified that may be available for the position.

4. Prepare a bulletin board within the school to assist both students and staff in keeping updated information concerning job openings.

Attachment 13

JOB ORDER FORM
(For Office Use Only)

This information is
CONFIDENTIAL

REFERRALS

Name	Date	Results

1) JOB OPENING# __________ 2) HOLD UNTIL _________ 3) DATE ____

4) FIRM NAME ____

5) ADDRESS ____
Street City State Zip

6) TELEPHONE NUMBER ______________________________________

7) TITLE OF JOB(S): ______________________________________

__________________________ NUMBER OF VACANCIES ____________

8) DATE NEEDED ______________ CLOSING DATE ____________________

9) THIS JOB IS: Full-time Part-time Summer

Occupational Exp.

10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

____

____

11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, hours)

____

____

12) SALARY RANGE ____

13) FRINGE BENEFITS ____

14) APPLICANT SHOULD CONTACT ___________________________________

15) COMMENTS ____

____

Attachment 14

REFERRAL AND PLACEMENT FORM

Hi! I'm from Anywhere Vocational School; Anywhere, South Carolina.

My name is ______________________________

I was sent by ______________________________

____

To Apply for the job of ______________________________

Person to see ______________________________

Company's name ______________________________

Address ______________________________

____

Date and time ______________________________

- -

TO THE EMPLOYER:

This person was:

Hired ______________ Effective date ______________

Being considered ______________________________

Not hired ______________ Reason ______________

____

Do you wish to interview other applicants? ____________

Can we help you find employees for other job openings?

____

	Title of Jobs Open	Date Needed
1.		
2.		

(Postage Paid - Please Seal and Return)

MAJOR THRUST: Placement **GRADE LEVEL:** 12

NEEDS: Pre-employment Training Skills - Job Maintenance

OBJECTIVE(S):

After completion of the following activities, the student will be able to:

1. Define job maintenance.
2. List at least five characteristics of a good worker.

SUGGESTED ACTIVITIES/STRATEGIES:

Conduct group sessions with students, covering areas that are essential to successful employment. Define job maintenance as being those skills that enable a person to maintain employment by performing the job satisfactorily. Such performance will allow continuance in a position or in cases where performance requirements are excelled, a possible promotion may occur. Have students list their ideas concerning job maintenance at beginning of training session to check prior knowledge. Compare this student list with the following characteristics considered to be most important in the area of job maintenance: proper attitude, loyalty, reliability, efficiency, dependability, good skills, initiative, cooperation, accepts criticism, enthusiasm, and willingness to work. Proper work habits such as good attendance and punctuality should also be stressed along with the above skills. Discuss during training sessions what students may expect from their employers: introduction to fellow workers, specific training, explanation of evaluation process, open lines of communication, and safe working conditions. Have students complete Attachment 15 as a way of assessing current job maintenance skills during part-time employment and/or school assignments. Discuss the results with the students.

RESOURCES/PREPARATIONS NEEDED:

1. Prepare handout for students that lists both proper work habits and good interpersonal skills needed for successful job maintenance.
2. Invite business/industry personnel into the school to talk to students concerning job maintenance skills.
3. Prepare case studies for students to use in role playing situations that will cover positive/negative characteristics of a worker. This provides an opportunity for assessing the student's understanding of successful job maintenance skills.

EVALUATION:

Use the results of the Self Evaluation Checklist (Attachment 15) to determine students understanding of job maintenance of skills.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have students role play on-site work situations to create possible job maintenance problems, for example, conflicts with a supervisor, co-worker personality conflicts, work roles, etc.
2. Have students state their job choice and list requirements for successful job maintenance in this specific work situation.
3. Invite potential employers from business/industry to give presentations on employer expectations concerning successful job maintenance skills.
4. Field trips to acquaint students with working conditions in businesses and industries should be encouraged.
5. Provide opportunities for students to analyze and compare the organizational structure of a work-site as it would relate to their position in the structure. This provides an excellent opportunity to discuss lines of communication within an organization.

Attachment 15

1. I've really fallen behind.
2. Sometimes I slack up.
3. I give the same amount of effort.
4. Sometimes I try harder.
5. I constantly try to improve myself.

SELF EVALUATION CHECKLIST

	1	2	3	4	5
1. Personal Appearance:					
Strive to make a good impression					
wear clean, neat, and appropriate clothes					
have well-groomed appearance					
2. Personal Work Habits:					
take pride in my work					
plan and organize my work					
do my share of work and then some					
finish all details of the job					
follow instructions and directions					
use suggestions and criticisms to improve work performance					
work quickly without disturbing others					
am careful with equipment and materials					
follow company rules and keep up to date on any changes					
limit personal phone calls					
come to and leave from work on time					
don't extend coffee/work breaks					

	1	2	3	4	5
3. Personal Work Attitude:					
keep my skills current					
look for ways to improve job performance					
keep up to date professionally					
4. Relationships With Fellow Employees:					
am courteous and polite					
cooperate with other workers					
listen to work ideas and suggestions					

MAJOR THRUST: Placement **GRADE LEVEL:** 11-12

NEEDS: Cooperative Vocational Education Training

OBJECTIVE(S):

After completion of the following activities, the job placement coordinator, teacher or other key individual will be able to successfully implement a cooperative vocational education program as part of Placement Services.

SUGGESTED ACTIVITIES/STRATEGIES:

Cooperative vocational education training programs require extensive organization by teachers, job placement coordinators, administrators and key personnel that will be involved with the operation of the program. See Attachment 16 for Cooperative Vocational Education guidelines. A needs assessment should be conducted to determine the needs of the students, the community, and the possibility of sufficient training stations. Attachments 17 and 18 may be used as examples of forms for gathering information on student and businesss/industry needs.

Training agreements and training plans and job training time cards should be developed and kept on file with the employer and in the coordinator's office (Attachments 19, 20, and 21). Work jointly with the student and employer in preparing the training plan. Coordinate activities with the student's teacher and employer to ensure that on-the-job competencies will enhance classroom instruction.

The coordinator must work closely with the training station. Visitations must be made to evaluate competencies and to discuss student's progress (Attachment 22). Also, work closely with individual students in preparing them for initial employment.

RESOURCES/PREPARATIONS NEEDED:

1. Submit a request to offer a cooperative vocational program and secure assistance from the Office of Vocational Education.
2. Organize cooperative program for vocational classes that will meet the needs of the students and business community as indicated by the needs assessment.
3. Make the public aware of the cooperative program and the benefits it provides.
4. Obtain suitable training stations for individual cooperative programs.
5. Prepare sufficient training agreements and training plan forms for the classes that will conduct cooperative programs.
6. Prepare a file for each student enrolled in a cooperative program.
7. Check cooperative program for conformity to all federal, state, and individual vocational program guidelines.

EVALUATION:

1. Have evaluation forms (Attachments 23 and 24) completed by training supervisor and program coordinator.
2. Periodic evaluation will be conducted by the Office of Vocational Education.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Organize an advisory committee to aid with the cooperative program. This committee can assist with organizing the program, publicity, evaluation of the program, and helping students find permanent work after graduation.
2. Maintain contact with previous training sponsors. This will often lead to an on-going training station.
3. Counsel students in such areas as good work habits, attitudes, job application skills, classroom-work station problems, personal grooming, and adjustment to the world of work.

4. Conduct conferences with the training sponsor to receive feedback on the student's progress.

5. Discuss periodic evaluations with both sponsor and students. Make adjustments as necessary.

6. Prepare bulletin boards and/or school newsletters covering the cooperative program.

7. Conduct a follow-up on cooperative program completers to determine percent hired full-time upon graduation.

COOPERATIVE VOCATIONAL EDUCATION

1. Cooperative education is a method of instruction of vocational education for individuals who, through written cooperative arrangements between school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of daily study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability.

   a. A cooperative vocational education structure shall comply with all Federal, State, and local laws and regulations. (F,S)

   b. Each vocational education program utilizing the cooperative concept shall be under the direct supervision of a full-time properly certified coordinator. Exception: Co-op training for the trade and industrial education on site may be supervised by the Job Placement Coordinator or appropriate administrative personnel. When this option is followed, the coordinator shall have two periods designated for the job experience supervision. (S)

   c. A written training agreement shall be developed for each cooperative vocational education student which sets forth the following: (1) details a specific training time schedule; (2) shows that employment is incidental to training; (3) states that the student is under the direct and close supervision of a qualified and experienced person; (4) ensures that proper safety precautions are followed while on the job; and (5) shows that on the job training contributes to the student's development of occupational skills. A written training plan designating competencies to be learned both in the classroom and at the training station shall be developed and progress documented on a regular basis. (S)

   d. Beginning with the 1987-88 school year, local school districts shall provide the opportunity for the cooperative method of instruction in the final level of vocational education (occupational) courses. Exception to this regulation may be made by the local school district board of trustees if approved by the State Board of Education. (S)

e. Eleventh and twelfth grade students enrolled in cooperative structures shall receive one unit of credit for approved on the job training in addition to the credit(s) granted for the related classroom instruction. No credit is given for the cooperative work experience unless the student receives credit for the related class instruction. No more than three credits shall be acquired yearly. In cooperative business education, only seniors may participate in the on the job training. One unit of credit shall be awarded for the job training and two units of credit shall be given for the two-hour related instruction class in school. A total of three units may be earned in the senior year. (S)

f. Equal access to cooperative education must be provided for handicapped and disadvantaged individuals. (F)

g. Local education agencies may use funds for work-site programs such as cooperative vocational education, work-study and apprenticeship programs. (F)

h. Provision shall be made for the participation of students enrolled in non-profit private schools. (F)

2. Detailed guidelines on cooperative education and legal principles which will help local school districts plan and implement quality programs utilizing the cooperative method of instruction are printed in the guide **Cooperative Vocational Education**, 1981. This guide may be obtained from the Program Planning Development Section in the Office of Vocational Education.

3. Requirements

a. Student requirements:

(1) be at least sixteen (16) years of age;

(2) be enrolled in a related class of instruction which complements on-the-job training;

(3) not displace other workers who perform similar work on the job;

(4) have a schedule of organized and progressive work to be performed on the job;

(5) sign training agreements;

(6) participate in the recommended number of hours of on-the-job training per year;

(7) pass the related vocational work to receive the cooperative education credit;

(8) have transportation to the training site;

(9) have parent's permission to participate in on-the-job training;

(10) have parents sign the training agreements.

b. Coordinators requirements:

(1) Teach four class periods for a minimum of 200 minutes daily and supervise students in work experience for a minimum of two periods of 100 minutes daily. Exception: co-op training for Trade and Industrial Education on site may be supervised by a Job Placement Coordinator or appropriate administrative personnel. When this option is followed, the coordinator shall have two periods designated for the on-the-job experiences.

(2) Provide safety instruction.

(3) Prepare a training agreement and a training plan and keep on file for each student.

(4) Place students in training by October 15 of the school year.

(5) Observe students on the job at training sites.

(6) Evaluate student's programs.

c. Training Station Supervisor's requirements:

(1) Provide on-the-job training for students in conformity with Federal, State, and local regulations.

(2) Not exploit students for private gain.

(3) Provide the coordinator with an evaluation of the student's progress toward the mastery of competencies identified on the training plan.

(4) Provide the coordinator with an evaluation of the student's adaptability and attitude during each grading period.

(5) Provide safety instruction.

(6) Supervise the student's on-the-job training.

d. Schools which need to operate the cooperative method of instruction by a system which varies from the one described above can submit an experimental program application for consideration to the Office of Vocational Education. Experimental application forms may be secured from the Accreditation Section, State Department of Education.

South Carolina State Department of Education, **South Carolina Administrative Provisions for Vocational Education** (Columbia, S.C.: State Department of Education, 1985), pages 75-77.

Attachment 17

STUDENT INTEREST QUESTIONNAIRE - COOPERATIVE TRAINING

NAME ____________________________ GRADE IN SCHOOL ______________

ADDRESS ______________________________________ AGE _____________

ARE YOU WORKING NOW? ______ YES ______ NO

IF SO, WHERE? (NAME OF BUSINESS) ________________________________

LOCATION OF BUSINESS ____

WHAT TYPE OF WORK ARE YOU DOING? ________________________________

IF YOU ARE NOT WORKING, WHAT TYPE OF BUSINESS WOULD YOU BE INTERESTED IN WORKING?

______ BUSINESS AND OFFICE

______ SALES AND MARKETING

______ HEALTH

______ AGRICULTURE

______ TRADE AND INDUSTRY

______ HOME ECONOMICS RELATED

CHECK HERE IF YOU HAVE NO INTEREST IN ANY AREA OF * COOPERATIVE VOCATIONAL EDUCATION ____________

CHECK HERE IF YOU ARE INTERESTED IN LEARNING MORE ABOUT A PROGRAM IN WHICH YOU CAN ATTEND SCHOOL AND WORK PART-TIME TO EARN SCHOOL CREDIT FOR ON-THE-JOB TRAINING RELATED TO YOUR CAREER OBJECTIVE AND IN-SCHOOL INSTRUCTION. _____________

WHAT ARE YOUR PLANS FOLLOWING HIGH SCHOOL? (YOU MAY CHECK MORE THAN ONE ANSWER)

____ 2-YEAR COLLEGE ____ TEC SCHOOL ____ FULL-TIME EMPLOYMENT

____ 4-YEAR COLLEGE ____ MILITARY SERVICE

* Cooperative education is a method of instruction of vocational education for individuals who, through written cooperative arrangements between school and employers, receive instruction, including required academic courses and related occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability.

Attachment 18

COOPERATIVE VOCATIONAL EDUCATION BUSINESS/INDUSTRY INTEREST SURVEY

NAME ____________________________ JOB TITLE ____________________

FIRM ____

ADDRESS ____

TYPE OF BUSINESS/INDUSTRY ____

NAME A PERSON IN YOUR FIRM TO CONTACT CONCERNING EMPLOYMENT OF * COOPERATIVE VOCATIONAL EDUCATION STUDENTS. ____________________

HAVE YOU EVER EMPLOYED STUDENTS IN A COOPERATIVE VOCATIONAL EDUCATION PROGRAM?

______ YES ______ NO

IF YES, WHICH PROGRAM? ____

IN WHAT CITY ______________ AND SCHOOL _________ WAS THE PROGRAM?

DO YOU EMPLOY PART-TIME STUDENTS NOW? __ YES __ NO HOW MANY?___

IF A COOPERATIVE TRAINING PROGRAM IN A VOCATIONAL FIELD WERE OFFERED IN A LOCAL HIGH SCHOOL OR VOCATIONAL CENTER, WOULD YOU BE WILLING TO PLACE THESE STUDENTS IN YOUR BUSINESS? ___ YES ___ NO

HOW MANY STUDENTS COULD YOU USE? ______________

---

* Cooperative education is a method of instruction of vocational education of individuals who, through written cooperative arrangements between school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability.

Attachment 19

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
TRAINING AGREEMENT FOR COOPERATIVE VOCATIONAL EDUCATION

It is understood that ______________________________
Name of Training Agency Type of Business

will permit ______________________________ to enter
Name Age Grade

its establishment for the purpose of securing training in ______________________________

______________________________ C.I.P. # __________
(Specific Occupation - Example: Selling shoes, stock clerk, etc.)

All parties jointly agree to the following conditions:

1. A monetary wage will be paid in keeping with the training status of the trainee (a fair compensation) and include provision for equal pay for equal work.

2. The course of training is designed to run for current school term from ____________________ to ____________________.

3. The training shall be on the job and in the classroom in order that the trainee may become proficient in the occupation.

4. The training agency will provide not less than an average of fifteen hours per week of training for the trainee during school year.

5. The teacher coordinator of the program will coordinate the on-the-job and in-school experiences; will provide periodic on-the-job supervision; and will work cooperatively with the employer to provide the necessary guidance to adjust to a working environment.

6. The parent or guardian shall be responsible for the conduct of the student while in training.

7. This agreement may be terminated after consultation with the teacher, for due cause, or for unforseen business conditions.

8. The training agency shall conform with all federal, state, and local laws; provide the student with a variety of learning experiences; and shall provide a progress report for the student for each grading period.

9. The business is an equal opportunity employer and does not discriminate on the basis of sex, race, or handicap.

____
School Administrator

____
Employer

____
Coordinator of Cooperative Voc. Program

____
Student

____
Parent or Guardian

Attachment 20

TRAINING PLAN

NAME ______________________ JOB TITLE ______________________

FIRM ______________________ TRAINING SPONSOR ______________________

STUDENT'S CAREER OBJECTIVE ______________________

COMPETENCIES TO BE DEVELOPED	ON JOB	IN CLASS	DATES OF INSTRUCTION	EVALUATION OF COMPETENCIES

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Attachment 21

STUDENT REPORTING FORM
COOPERATIVE JOB TRAINING TIME CARD

School Month ____________________

School ____________________

Name of Student ____

Training Session ____

Telephone Number ____________________

Hourly Rate ____________________

DATE	Arrived	Left	Total Hours
		TOTALS	

____
Student Signature

____
Training Supervisor Signature

Attachment 22

COORDINATOR ACCOUNTABILITY

TEACHER COORDINATOR VISITATION REPORT

Name ______________________________

Program Area ______________________________

School ______________________________

Date of Visit	Time	Student	Firm	Observations

Attachment 23

This form or a similar evaluation form is to be used when the Cooperative Method is employed by the local school.

RATING SHEET FOR JOB EXPERIENCE OF COOPERATIVE VOCATIONAL EDUCATION STUDENTS

Student's Name ______________________ Date ____________

Training Station ______________ Address ______________

The student whose name appears above is employed in your business as a trainee in a cooperative vocational program. Will you please indicate your opinion of this student in the column of your choice. We will do our best to improve these qualities in which weakness is evident. The information will be considered confidential. **Please be frank.**

	Excellent	Very Good	Good	Fair	Poor
Appearance Grooming					
Poise					
Courtesy					
Attitudes Initiative					
Enthusiasm					
Interest					
Tact					
Responsibility					
Mental Alertness					
Cooperation With co-workers					
With supervisors					
With customers					
Industry Accuracy					
Speed					
Production					

Please add additional comments:

Rater's Signature ______________________

Attachment 24

EVALUATION OF TRAINING STATION

Name of Firm ______________________ Total No. of Co-op Students employed ____________

Address ____

Phone ____

Personnel Director ____

Training sponsor(s) ____

Student(s) Employed ____

---

1. Was management interested in program? Yes ___ No ___
2. Was training sponsor cooperative? Yes ___ No ___
3. Did the training sponsor provide adequate instruction? Yes ___ No ___
4. Did the student-trainee work the number of specified hours? Yes ___ No ___
5. Was the program for training adhered to as designated? Yes ___ No ___
6. Was the student's career objective considered in the process of learning? Yes ___ No ___
7. What was the student's reaction to the training received? Favorable _______ Unfavorable _______ Yes ___ No ___

   If unfavorable, why? ____________________________________

8. Was the student offered a permanent position? Yes ___ No ___

   If yes, did the student accept? Yes ___ No ___

9. Was the student offered a position to continue on a part-time basis? Yes ___ No ___

   If yes, did the student continue to work? Yes ___ No ___

Recommendations to improve training station: __________________

____

____

Recommendations by employer to improve training of Co-op student in relation to training sponsor and teacher-coordinator instruction:

____
____
____

Recommendation to retain training station. Yes ___ No ___

Date Teacher-Coordinator

MAJOR THRUST: Placement **GRADE LEVEL:** 11-12

NEEDS: Assistance in Selecting Post-Secondary Education/Training Programs

OBJECTIVE(S):

After completion of the following activities, the student will be able to select at least two education/training programs which meet the student's career goals.

SUGGESTED ACTIVITIES/STRATEGIES:

The placement office should gather a myriad of information concerning the post-secondary educational and training opportunities available to students. Obtain various college catalogs to be kept in the placement office for reference. Also, keep admissions applications for as many colleges as possible on hand. Make students aware of the availability of these items through school publications or announcements. Collect information on informal educational and training opportunities, such as apprenticeships or on-the-job training. Also, maintain a listing of adult education programs offering further training in a specified occupation.

Conduct individual and group counseling sessions with students desiring to further their education and assist them in selecting the proper education/training program for their chosen profession. Make students aware of financial assistance that may be available to them as this may determine where a student will further their education/training. Use resources such as the **Dictionary of Occupational Titles, Occupational Outlook Handbook** and the South Carolina Occupation Information System to assist students in determining skills and training needed for specific occupations. Attachment 25 may be used as a worksheet for students to use in researching occupations for training requirements.

RESOURCES/PREPARATIONS NEEDED:

1. Obtain resources such as catalogs from various two-year and four-year colleges, apprenticeship programs and the South Carolina Occupational Information System.
2. Have **Dictionary of Occupational Titles** and **Occupational Outlook Handbook** purchased for the placement office or the school library.
3. Contact various colleges and training programs for information needed to assist students in the selection process.

EVALUATION:

1. Have students list various colleges or training programs which meet their individual career goals.
2. Have students contact a college of his/her choice to obtain information concerning entrance requirements to specific programs. This can be done by letter, telephone, or visitation.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Conduct regular career planning sessions during which students discuss career goals and the relationship of these goals with the proper educational or training program to be selected.
2. Conduct career days and college days with visitations from schools in which students have expressed an interest.
3. Invite local personnel representing various occupations into the school to talk with students on preparing for a specific occupation.
4. Assist students in obtaining permission to visit a post-secondary institution.

Attachment 25

OCCUPATIONS WORKSHEET

DOT index Number	Occupation	Training Requirements	Type of Institution i.e. 4 yrs., 2 yrs., etc.	Special Skills	Working Conditions	Expected Demand

MAJOR THRUST: Placement **GRADE LEVEL:** 12

NEEDS:

Assistance in Applying to Post-Secondary Education/Training Programs

OBJECTIVE(S):

After completion of the following activities, the student will be able to:

1. Identify application and admission procedures for a selected college or training program.
2. Complete an admissions application correctly.

SUGGESTED ACTIVITIES/STRATEGIES:

Conduct training sessions with students regarding proper procedures for completing applications to post-secondary educational institutions. Have various applications on file in the placement office to use as samples. Discuss with students the importance of matching career goals with what each college or training program has to offer. Assist the student in the proper procedures to be used in obtaining high school transcripts and Scholastic Aptitude Test scores for admissions requirements to most colleges. Assist students in registering for the Scholastic Aptitude Test if they have not taken the examination. Have students contact a college or a chosen training program to determine requirements for entrance into these programs. Assist students with obtaining references to be used on the application. Stress that permission must be obtained from these individuals.

RESOURCES/PREPARATIONS NEEDED:

1. Contact as many post-secondary education/training programs as possible, requesting applications and admissions procedures.
2. Ask colleges for permission to use admissions applications for training purposes, as a matter of courtesy.
3. Obtain financial assistance applications from these various institutions.
4. Invite post-secondary representatives into the school to offer advisement and assistance to interested students.
5. Obtain Scholastic Aptitude Test registration forms to be used in the placement office.

EVALUATION:

Have students request an admissions application from a post-secondary institution of his/her choosing and accurately complete the application.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have former students conduct sessions with currently enrolled students concerning how they have financed their education (work/study, summer employment, scholarships, etc.).
2. Invite financial aid personnel into the school to conduct presentations on the various types of financial assistance and the procedures for application.
3. Contact various post-secondary institutions and invite an admissions representative into the school to assist interested students in applying to their institution.
4. Assist students in obtaining answers to such questions as cost of attending a specific college, campus life, housing, and placement of graduates. Post secondary personnel can help school staff identify potential problems their students may encounter in adjusting to college life. These problems should be discussed with students who apply to institutions of higher education.

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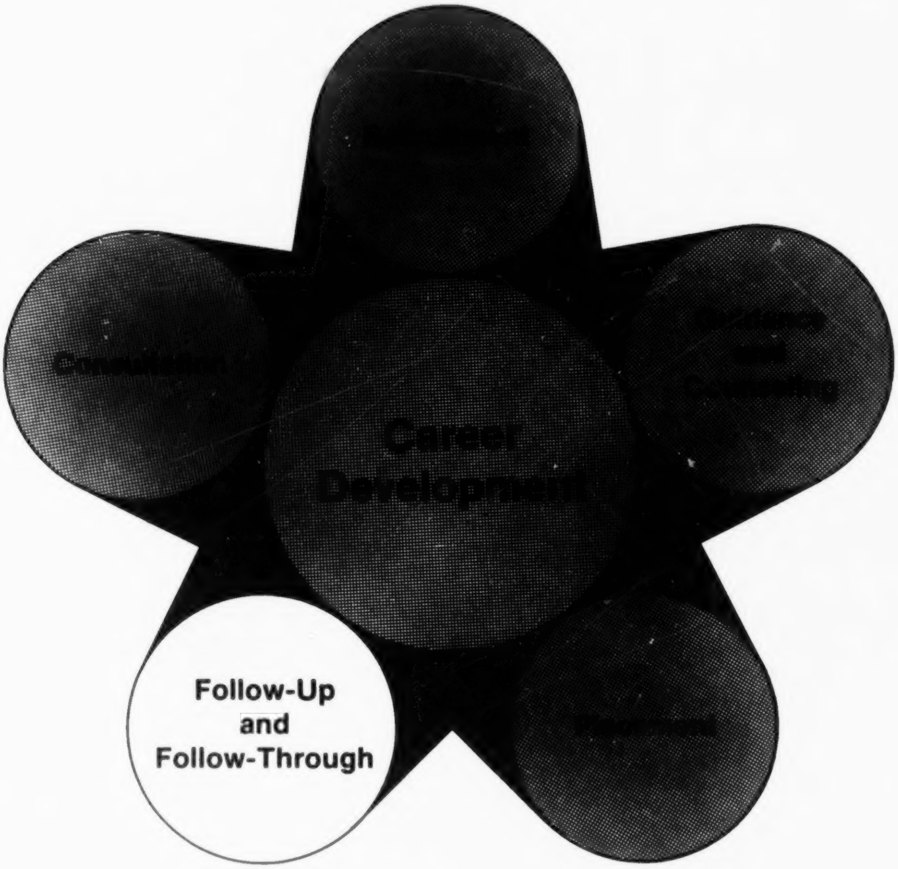
Consultation
Guidance and Counseling
Career Development
Follow-Up and Follow-Through
Placement

Follow-Up and Follow-Through

FOLLOW-UP AND FOLLOW-THROUGH

Needs:

1. Collecting information from former students
2. Maintaining information on former students
3. Utilizing follow-up information for evaluation of programs and services
4. Utilizing follow-up information to assist former students and employers needing assistance

Follow-up is a part of the total evaluation process of the educational program. It involves the systematic collection of information from former students and their employers in an effort to assess the effectiveness of the program. Follow-through is the action taken as result of the findings from the follow-up study such as identifying employer needs, and providing services to these students and employers.

The Follow-up/Follow-through thrust is an essential service that each school district with job preparatory programs is required to implement according to provisions of the Education Improvement Act of 1984. The Act specifies that:

> Each graduate of a job preparatory vocational education program must be surveyed by his school district ten months after graduation to determine job placement status. The school districts shall make an annual report to the State Board of Education of the findings of its survey. The State Board of Education shall report the results of the district surveys to the Governor, General Assembly, and the Advisory Council on Vocational-Technical Education. The State Board of Education may waive the fifty percent requirement upon recommendation of the school district, if the district can demonstrate that a program responds to the employment needs of new or expanding businesses or industries.

Further, the **Administrative Provisions for Vocational Education** requires that a survey of program completers be conducted and the follow-up data be maintained on file as stipulated below:

> Each completer of a vocational education program shall be surveyed by the local educational agency (LEA) at ten months after graduation to determine job placement status. A record of the responses to this survey shall be maintained for a period of five years by the local educational agency. A report reflecting the results of this survey to determine placement rates shall be forwarded to the Office of Vocational Education by the LEA. The surveys conducted by the LEAs shall be designed to obtain the following information from each completer, as a minimum:
>
> (1) What is your current educational status?
> (2) What is your current employment status?
> (3) What is the name of the company or firm for whom you work?
> (4) What is your current job title?

Effective follow-up studies of former students should begin before the student leaves the school. While students are still in school, they should be provided with an orientation to the procedures that will be followed in collecting information from them. The importance and the use of the information should be stressed and students should be given an opportunity to review the follow-up instrument to clarify any questions they may have.

If the follow-up information is to have value in achieving its stated purposes, then the results must be utilized and the information placed in the hands of those in decision-making positions. Follow-up data may be useful to schools in a number of ways: (1) evaluate the effectiveness of job preparatory vocational education programs (2) evaluate the effectiveness of placement services (3) determine the occupational patterns of former students; and, (4) determine the needs of employers and former students. Follow-up data should be transmitted to the instructional staff, administration and governing boards with highlights of accomplishments as well as shortcomings if areas of improvement are needed. Follow-through should be implemented for those students and employers identified as needing such services in the follow-up process.

The following suggested activities/strategies are offered as examples for the Follow-up and Follow-through Thrust.

MAJOR THRUST: Follow-up and Follow-Through **GRADE LEVEL:** 12

NEEDS: Collecting Information From Former Students

OBJECTIVE(S):

Upon completion of the following activities, the staff members will be able to:

1. Develop a plan for follow-up/follow-through of program completers to determine the effectiveness of the instructional programs.
2. Conduct a follow-up of program completers.

SUGGESTED ACTIVITIES/STRATEGIES:

You should first identify follow-up audience and obtain addresses from pre-departure follow-up forms, school records, parents, guardians, peers, teachers or others. A pregraduate survey such as Attachment 1 may be used for this purpose. You should select or develop an appropriate follow-up instrument and develop a time line for the plan and implementation of it. The type of study -- baseline, one year follow-up, three-year follow-up, or a five-year follow-up should be determined. You should identify cost of conducting survey and determine the method of analyzing and reporting data. Select publication style and plan for dissemination of survey. Identify person responsible for coordinating activities. Prepare a cover letter for the follow-up instrument. Consult with post office personnel regarding most appropriate mailing procedures. Mail questionnaire with cover letter to completers. Prepare and send a second letter with enclosed questionnaire within two weeks to persons who did not respond. Prepare and mail a thank-you letter to respondents (if budget permits). Maintain a record of persons contacted and the findings.

RESOURCES/PREPARATIONS NEEDED:

1. Make copies of follow-up instrument to cover survey population (See Attachment 2).
2. Make sufficient copies of cover letter to survey population (See Attachment 3).
3. Make sufficient copies of thank-you letter for respondents (See Attachment 5).
4. Address envelopes and prepare appropriate pre-addressed envelopes for returning survey.
5. Make sufficient copies of second cover letter for non-responding completers (See Attachment 4).

EVALUATION:

The response rate of surveys returned.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have faculty members conduct a telephone survey of their program completers in order to collect information on employment and educational status. Use Attachment 2 to record information.
2. Conduct personal telephone interviews with parents/ guardians of program graduates in obtaining employment and educational information when information cannot be obtained through other means. Use Attachment 2 to record information.

Attachment 1

PRE-GRADUATION FOLLOW-UP QUESTIONNAIRE

As a completer of a vocational program you can help evaluate the job that the vocational center has done in preparing you for the world of work or continuing education.

This is a questionnaire which is very important. In future years, we will want to maintain contact with you through follow-up studies, so please be accurate in responding to the information requested.

Please give your honest opinion on all the questions. You will not be reprimanded for sincere criticism. This is an opportunity for you to help in the improvement of our vocational program.

1. NAME_________________________________ DATE____________
2. SOCIAL SECURITY NUMBER__________________________________
3. PARENT'S NAMES______________________ PHONE____________
4. PARENT'S ADDRESS_______________________________________
5. SEX______________ DATE OF BIRTH________________________
6. Do you plan to continue your formal education this summer or next fall?

   ___yes　　　___full-time

   ___no　　　___part-time

   If answered yes, Name of School_________________________
   Type of School_________________________
   Area of Specialization_________________

7. Have you accepted employment for this summer or next fall?

   ___yes　　　___full-time

   ___no　　　___part-time

   If answered yes, Name of Firm___________________________
   Address of Firm_________________________
   Title of Position_______________________

   If answered no, do you plan to seek employment for this summer or next fall?

   ___yes　　　___full-time
   ___no　　　___part-time

If answered yes, type of position desired______________

8. What was your area of specialization in vocational school?____

9. Which vocational experiences have been most valuable to you?____

10. What suggestions do you have for improving vocational training?____

____

Attachment 2

TO: GRADUATES OF ____

FROM: ____

SUBJECT: FOLLOW-UP STUDY

Will you please answer the following questions to the best of your ability. Your answers will be very helpful in improving the vocational programs at ____________________. All information will be regarded as strictly confidential.

NAME: ______(first)__________(maiden, if married)__________(last)______

ADDRESS: ______________________(street or route)______________________

______(city)______________(state)______________(zip code)______

PHONE: ____________________ Year of Graduation ________________

1. Are you presently employed? ____________

(a) Full-time ____ Part-time ____ Salary Before Deductions ____

(b) Company ____

Your job title ____

(c) Duties ____

____

(d) Name and title of supervisor ____________________________

2. Name of school or post-secondary institution ________________

3. If you are not employed, are you seeking work? ______________

If you are not seeking work, please give the reason: ________

____

4. What courses have proven to be most helpful to you? _________

____

5. Do you feel that you were adequately trained for your present position? ____
If you are not adequately trained, please state frankly what additional training should be added to the vocational course:

----

6. Any other comments: ____

____

Date ______________ Signature ______________________________

Attachment 3

ANYWHERE AREA VOCATIONAL CENTER

Post Office Box 1000

Anywhere, South Carolina

Dear Former Student:

Greetings from (name of school)! We are having another successful year at (name of school). I am pleased to report that (name of school) is in the process of enriching the curriculum by implementing career education at all levels.

We at (name of school) want to maintain a contact with our former students. We can best do this through periodic follow-up surveys. As a former student of (name of school), you are in a good position to provide information that will contribute evidence for program evaluation and planning.

Enclosed is a follow-up questionnaire to be completed and returned in the self-addressed envelope. All information supplied by you will be considered confidential. Please complete and return the questionnaire by March 10th. With your help we will be able to continue to improve our programs and services.

Your participation in this important activity is appreciated. Please inform us if the center can assist you in any way.

Yours truly,

Mary Doe
Coordinator of Student Services

MD:kw

Enclosures

Attachment 4

ANYWHERE AREA VOCATIONAL CENTER

Post Office Box 1000

Anywhere, South Carolina

Dear Former Student:

Did we miss you? About two weeks ago we mailed a follow-up questionnaire to all members of the (name of school) graduating class of 19___. Perhaps you did not receive the questionnaire or have not had time to fill it out.

To insure your participation in this important activity, I am enclosing another copy of the questionnaire. Please complete it today and return it in the enclosed envelope.

Yours truly,

Mary Doe
Coordinator of Student Services

MD:kw

Enclosures

Attachment 5

ANYWHERE AREA VOCATIONAL CENTER
Post Office Box 1000
Anywhere, South Carolina

Dear Former Student:

Thank you for returning the follow-up questionnaire which we sent to you recently. You have aided us in our attempt to evaluate and improve the curriculum and services of our center. Your continued interest in and support of (name of school) is appreciated. We will conduct another follow-up study of the 19__ graduating class in three years.

Yours truly,

Mary Doe
Coordinator of Student Services

MD:kw

MAJOR THRUST: Follow-up and Follow-through **GRADE LEVEL:** 12

NEEDS: Collecting Information From Employers of Program Completers

OBJECTIVE(S):

Upon completion of the following activities, administrators and instructors will be able to:

1. Obtain information from employers about former students' employment and educational competence to maintain a job.
2. Identify two strengths and weaknesses of the vocational training program.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

Identify employers of program completers from follow-up information reported by graduates. This information can be found on file in the placement office. Select or design a suitable questionnaire for employer follow-up (Attachment 6). Prepare a cover letter to accompany follow-up questionnaire to employers. The strengths and weaknesses will be obtained from the follow-up questionnaire. Mail questionnaire to employer. Maintain a list of employers that questionnaires were sent. Designate a person to coordinate the follow-up.

RESOURCES/PREPARATIONS NEEDED:

1. Make sufficient copies of employer survey questionnaire. See Attachment 6.
2. Make sufficient copies of cover letter to employers. See Attachment 7.

EVALUATION:

The response rate of surveys returned.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Conduct personal interviews with selected employers of program graduates to obtain specific job and educational information. Use Attachment 8.
2. Conduct a telephone survey of selected employers of vocational program completers to secure information on job success and requirements needed. Use Attachment 8.

Attachment 6

VOCATIONAL PROGRAM COMPLETER

Please answer the following questions in reference to the employee whose name appears at the top of this page. This student completed a vocational program in ______________________

____.

1. How long has this person been a full-time employee with your company? (check one)

   A. Less than 3 months ___   B. 3 to 6 months ___   C. 6 to 12 months __   D. Over 12 months ___

2. Employee's job title is (or was) ____________________________

3. Please give a brief description of job duties ______________

   ____

4. Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	5	4	3	2	1
b. Work attitude					
c. Work quality					
d. Cooperation with management					
e. Cooperation with co-workers					
f. Customer relations (where applicable)					

5. What is your overall rating of the vocational training received by this individual as it relates to the requirements of his/her job?

   A. Very Good __   B. Good __   C. Neutral __   D. Poor __   E. Very Poor __

6. As a result of this person's vocational training, how would you rate his/her preparation in relation to other beginning employees who did not receive such training?

   A. No basis for comparison __
   B. Individual is better prepared __
   C. Both are about the same __
   D. Individual is less prepared __

7. Does anyone from the local high schools or vocational centers contact you on a regular basis regarding the availability of employees? A. Yes __ B. No __

8. Does anyone from your company contact the local high schools or vocational centers to make job openings known to high school students on a regular basis? A. Yes __ B. No __

9. What suggestions do you have for improving the technical and/or personal skills of vocational students who will be employed by your company? ____________________________________
   ____
   ____

Attachment 7

ANYWHERE AREA VOCATIONAL CENTER

Post Office Box 1000

Anywhere, South Carolina

Dear _______________:

As an employer of one of our graduates, you can help us determine how well our training programs are preparing students for employment. We are striving to train graduates who will meet your needs successfully.

Please refer the accompanying questionnaire to the immediate supervisor of the graduate named at the top of the page. The questionnaire should be completed and returned to me in the stamped, self-addressed envelope within five (5) days.

Supervisors' responses will help us identify strengths and limitations of our vocational training programs. These responses will be held in confidence and will be reported only in a summary report.

Your participation in this important activity is appreciated. Please inform us if the center can assist you in any way.

Yours truly,

Mary Doe
Coordinator of Student Services

MD:kw

Enclosures

Attachment 8

EMPLOYER INTERVIEW FORM

Name of Employee: ____________________________ Date ___________

Employer: ____

Name of Person Evaluating This Employee: ______________________

Title: __________________________

1. "Describe a situation when this employee performed a job-related task very effectively."

   "Specify the abilities, techniques and skills that this employee used in performing this task."

   (Record verbatim responses)

   ____

   ____

   ____

2. "Describe a situation when this employee performed a job-related task very ineffectively."

   "Specify the abilities, techniques and skills that this employee used in performing this task."

   (Record verbatim responses)

   ____

   ____

   ____

3. "What has been this employee's greatest strength?" _________

   ____

   ____

4. "What has been this employee's greatest weakness?" _________

   ____

   ____

MAJOR THRUST: Follow-up and Follow-through **GRADE LEVEL:** 12

NEEDS: Importance of Maintaining Information on Former Students

OBJECTIVE(S):

Upon completion of the following activities, the staff will be able to:

1. Produce a rationale for follow-up and follow-through of graduates and/or dropouts.
2. Produce a plan for informing students of the importance of follow-up/follow-through and the maintenance of reports.

SUGGESTED ACTIVITIES/STRATEGIES:

Conduct a follow-up/follow-through orientation as a part of inservice at the beginning of the school year with instructors. Define follow-up and follow-through (See Definitions of Terms Section of this guide). Explain the purpose of a follow-up study. Include in the explanation of purpose the following: effectiveness of pre-employment program; effectiveness of placement services; effectiveness of skill training component; effectiveness of student support services; community support for programs; and appropriateness of the school's curricula. Explain the importance of follow-up information when it is necessary to recommend a change in a program. Explain the methods the school/center uses in conducting follow-up and follow-through as a major part of the orientation. Methods of maintaining follow-up information should also be discussed.

RESOURCES/PREPARATIONS NEEDED:

1. Secure approval to conduct inservice from director/principal.
2. Set dates for orientation with instructors.
3. Prepare materials to be used in inservice session.

EVALUATION

Validity Exit Observations

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Ask each teacher to conduct a class session on follow-up advising students of the purpose and importance of conducting a follow-up study.
2. Interview a vocational administrator who is experienced in coordinating and supervising follow-up studies. Have this individual present the information to faculty during inservice sessions.
3. Using Attachment 9, conduct an inservice session with staff to explain how this instrument can be used to maintain important completion and follow-up data on students. Explain to the staff that the top portion of Attachment 9 should be used to secure information from the student prior to graduation or completion of a program. The staff should be informed that the bottom portion should be used to record and maintain follow-up information on the same student after the individual has exited the program.
4. Preprint Attachment 9 top portion on the front of an index card. Preprint the bottom portion on the back of card. Use cards as a desk top file for completion and follow-up data on program graduates.

Attachment 9

PROGRAM COMPLETION DATA

TEACHER'S NAME ____

Course/Cluster ____________________ Follow-up of 19 __ graduates

A. STUDENT'S NAME AND ADDRESS
Last ____________________ First ____________ Middle __________
Street ____________________ City ___________, S.C. Zip _____
B. PHONE NUMBER ____________ SEX _________ ETHNIC GROUP _________
C. CURRENT GRADE LEVEL _______ 11th _______ 12th _______ ADULT
D. OCCUPATIONAL OBJECTIVE ____________________________________
E. CO-OP _________________
F. SPECIAL NEEDS __________ HANDICAPPED _________ DISADVANTAGED
G. TERMINATION STATUS: CIRCLE ONE

1. Transfer
2. Completed Program - Returning to High School
3. Completed Program - Not returning to High School
4. Leaver

H. COMMENTS ____

____

FOLLOW-UP INFORMATION

A. LAST ________________ FIRST ______________ MIDDLE ________
STREET ________________ CITY _____________, S.C. ZIP ______
B. PRESENT STATUS: CHECK ALL THAT APPLY

Status Unknown ________
Four Year College ________
TEC ________
Other School ________
High School ________

Employed related ________
Employed unrelated ________
Military ________
Unemployed seeking ________
Unemployed not seeking ________

C. JOB TITLE ____
D. JOB DUTIES ____
E. PLACE ____
F. NAME, ADDRESS AND TELEPHONE NUMBER OF EMPLOYER ____________
____
G. SALARY BEFORE DEDUCTIONS _________ BASED ON _____________
(week, month, year, etc.)
H. FOLLOW-UP DATE _________________ TEACHER __________________

MAJOR THRUST: Follow-up and Follow-through **GRADE LEVEL:** 12

NEEDS: Utilizing Employers' Data Results for Evaluation of Programs and Services

OBJECTIVE(S):

Upon completion of the following activities, administrators will be able to:

1. Interpret follow-up data results for use in strengthening vocational programs.
2. Report and disseminate follow-up information to proper school personnel.

SUGGESTED ACTIVITIES/STRATEGIES:

Conduct a conference with school administrators to discuss and analyze results of employer follow-up data in terms of which job holding skills are not being emphasized in school and which programs are effective and/or ineffective. The percentage of students employed and unemployed will be given. This information can be obtained by tabulating the answers from the survey questionnaire. Employers wishing more contacts for hiring program completers can also be identified from tabulation of the survey. Each participant should be given a copy of the follow-up/follow-through report at the beginning of the meeting. Attachment 10 is an example.

RESOURCES/PREPARATIONS NEEDED:

1. Tabulate answers from questionnaire to include success of current programs, programs in need of revision, and percentages of students employed/unemployed.
2. Type report - include graphs and charts when appropriate.
3. Design an attractive format for presenting information.
4. Include recommendations for program improvements.
5. Make sufficient copies of the follow-up report for the proper school personnel.
6. Set date for meeting.

EVALUATION:

The usefulness of data interpretations in the improvement of programs.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Tabulate data from employers' telephone survey of program graduates. Prepare a report for discussion with the proper school personnel for improvement of programs.
2. Prepare a report from personal interviews of program completers' employers. Discuss report with proper school personnel for improvement.

Attachment 10

Anywhere Area Vocational Center
Student Follow-Up Summary
1984 Graduates/Completers

Vocational Programs	Number of Graduates/ Completers	Employed - Related	Employed - Not Related	Pursuing Education - College	Pursuing Education - TEC	Pursuing Education - Other	Still in High School	Military	Unemployed - Seeking	Unemployed - Not Seeking	Unable to Locate
Auto Body	12										
Building Construction	16										
Business Education											
Accounting	5										
General Clerical	20										
Stenographic	8										
Distributive Education	10										
Electricity	10										
Food Service	11										
Industrial Sewing	20										
Machine Shop	14										
Masonry	10										
Welding	15										
Totals											
Percentages											

MAJOR THRUST: Follow-up and Follow-through **GRADE LEVEL:** 12

NEEDS:

Utilizing Follow-up Information for Evaluation and Assistance to Former Students in Employment

OBJECTIVE(S):

Upon completion of the following activities, instructors and administrators will be able to:

1. Evaluate the success of their programs by the use of the follow-up study.
2. Incorporate recommendation from follow-up study into the improvement plan for the school.
3. Utilize follow-up information of graduates in order to assist with placement of unemployed completers.

SUGGESTED ACTIVITIES/STRATEGIES:

Plan sessions for a thorough discussion of the follow-up/follow-through study with the following groups: building principals, guidance personnel, instructors, advisory committee/council members, curriculum committees, and appropriate central office staff. Share recommendations from the various groups. Write goals for the programs and study cost effectiveness of the recommendations. Maintain a list of graduates needing employment from the follow-up study. This list should be available to assist employers in filling job orders. Job development should also be made and students referred from the unemployed list.

RESOURCES/PREPARATIONS NEEDED:

1. Set date for follow-up sessions.
2. Make sufficient copies of follow-up report for each participant.

EVALUATION:

Successful implementation of the follow-through recommendations and placement of unemployed completers.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Discuss follow-up and follow-through report with building principal and instructors during faculty inservices.

2. Establish goals for improvement of needs identified by follow-up report for each program and adopt them as the school's program of work.

REFERENCES

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Department of Vocational and Technical Education: **A Handbook for Career Guidance Counselors.** Division of Vocational and Technical Education Board of Vocational Education and Rehabilitation, State of Illinois, Springfield, Illinois, (July, 1974).

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Heil, Carolyn: **Guidelines for School-Based Job Placement Program.** Pennsylvania Department of Education, Bureau of Vocational Education Research Coordinating Unit, Harrisburg, PA, (June, 1981).

Noland, Gary L. and Monte D. Cass: **Missouri's Statewide Job Placement Service: Follow-up and Follow-through.** State Fair Community College, Sedalia, Missouri, (no date available).

Norton, Robert E., et al.: **Establish a Student Placement Service and Coordinate Follow-up Studies**, The Center for Vocational Education, Ohio State University, Columbus, Ohio, (September, 1977).

Resources and Information Center: **Questions: Food for Thought on Collecting and Using Follow-up Data.** Career Education Curriculum Laboratory, Florida State University, (no date available).

South Carolina Administrative Provisions for Vocational Education. Office of Vocational Education, South Carolina Department of Education, Columbia, South Carolina, 1985.

Wong, Betty J. and Louie Kemp Finch: **Job Placement Handbook for Vocational Guidance Counselors in Mississippi.** Division of Vocational-Technical Education, Mississippi State Department of Education and Research and Curriculum Unit for Vocational-Technical Educational, College of Education, Mississippi State University, Mississippi State, Mississippi, (October, 1978).

Recruitment
Consultation
Guidance and Counseling
Career Development
Follow-Up and Follow-Through
Placement

Consultation

CONSULTATION

Consultation Needs:

1. Collaboration with other members of the student services team (feeder school counselors, job placement coordinators, elementary counselors, etc.) in planning and coordinating services for students
2. Consultation with teachers and administrators concerning the educational and career development of students
3. Consultation with parents in the areas of educational, vocational and personal development of students
4. Collaboration with business and industry leaders

Consultation is the process of collaboration with other members of the student services team and others such as teachers, parents, and community leaders in planning, sharing information, ideas, resources, etc. in order to fulfill the vocational guidance needs of all students. The vocational counselor, with a background in human growth and development and behavioral sciences, can help parents in understanding the growth and career development of their children; however, through parent-counselor collaboration both may be able to understand the child's potential, motivation, and unmet needs. In this situation both the parent and the counselor learn about the child and they can collaboratively plan to help the child according to the child's needs.

Another need for the consultation thrust in vocational guidance is due largely to the method of delivery of vocational guidance services in the school. Many curriculum and support services provided by schools are confined to the specific department or service area. Vocational guidance services on the other hand may be addressed by every department in the school, e.g., Business Education provides a nontechnical pre-employment training component. Further complicating these factors may be the cooperative inter-school arrangements of feeder schools and area vocational centers. Many students do their academic studies at a high school and go to the area vocational center to study vocational education programs. It is possible for a student to interact in a single day with two sets of teachers and counselors who have no idea what the others are doing. To the student, this can be overexposure to some vocational guidance services and inaccess to others. The solution to these problems is collaborating between all vocational guidance service providers in the school district in order to plan and deliver services based on the students' needs and community needs.

Coordination and cooperation between community service agencies, business/industry leaders, and vocational guidance service providers offer potential for meeting the challenges of vocational guidance. Through the consultation process all service providers and service users could reduce duplication efforts and work cooperatively to meet the career development needs of all students and promote community awareness of the common goals and needs of each body.

Some examples of activities/strategies that may be considered by local planners in delivering consultation services are outlined below:

MAJOR THRUST: Consultation **GRADE LEVEL:** 1-12

NEEDS:

Collaboration with other members of the student services team in planning and coordinating services for students.

OBJECTIVE(S):

Upon completion of the following activities, feeder school counselors, job placement coordinators, and elementary counselors will be able to:

1. Cooperatively plan activities such as, counseling, testing and job placement services in order to fulfill the needs of the students they serve.
2. Perform as a specialist in providing efficient and effective services.

SUGGESTED ACTIVITIES/STRATEGIES:

Plan sessions with student services team (feeder school counselors, job placement coordinators, and elementary counselors) to coordinate services for students. Sessions could be held at the vocational center/high school in a conference room with refreshments available for participants. Construct a calendar of events for planned activities such as registration procedures, counseling schedules, and job placement services for potential students, present students, and graduating students (See Attachment 1 for an example). Incorporate special events to improve guidance and placement services such as a needs assessment project to gather information on undecided students, oversubscribed programs, undersubscribed programs, trends in student program requests, and student knowledge about career planning. Other needs that may be addressed include a testing program, job referral procedures, admissions procedures, etc. (See Attachment 2 for an example).

Before each session provide staff members with necessary materials and check to see if they have received materials that they will use. Reserve appropriate facilities and remind all participants about date and times. On the day of each event, identify and fully discuss student problems, staff problems, and special observations. Within one week after the event, provide participants and school officials with a written report of actions taken.

RESOURCES/PREPARATIONS NEEDED:

1. Secure approval from administrators to conduct sessions.
2. Arrange for meeting facilities and prepare necessary materials.
3. Conduct initial session and determine topics to address. Devise a calendar of events.
4. Notify appropriate staff of meeting dates.
5. Conduct sessions and prepare written reports to keep all informed.

EVALUATION:

A survey completed by students which will indicate whether needed services are being provided may be used. See Appendices VIII 1 - VIII 3.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Organize a student services advisory committee consisting of student services staff members, teachers, students, administrators, parents and others to assess student needs and plan comprehensive guidance activities.
2. Utilize in-service days to conduct district-wide student services team meeting with the district guidance director or curriculum director to assess student needs and plan comprehensive guidance and placement services.
3. Conduct a needs assessment to determine availability of resources in the district. Establish a district/school resource center and a plan for sharing resources for student services.
4. Develop a district-wide guidance model utilizing elementary, middle and high school resources and personnel.

Attachment 1

TENTATIVE TIME SCHEDULE

Enrollment Procedures for Vocational Center

May, 19__
Student services staff meeting (secondary).

November, 19__
Student services staff meeting.
Distribution of center's application.

December, 19__ - January, 19__
Slide-tape presented to sophomore classes and specific areas upon request.
Visitations to vocational center by participating school students.
Students seeing home school counselors/vocational center counselors and making career choices.

February, 19__
Open House, Vocational Center, February 14, 19__
Application completed and sent to vocational center.

March 1-15, 19__
Testing for participating school students.

March 20-24, 19__
Spring vacation.

April, 19__
Student services staff meeting-review applications and accept students.
Class lists sent to participating schools.
Periodic notifications of class closings.
Recounseling students toward second choice selections.

May, 19__ - September, 19__
Continue counseling and accepting students.

Attachment 2

ADMISSIONS PROCEDURE STATEMENT

Anywhere Area Vocational Center

It is the philosophy of Anywhere Area Vocational Center to make vocational education available to all those who want, need, and can profit from it.

We have established an operational frame-work and policy that will protect and maintain the integrity of the above philosophy.

Admissions Committee

An admissions committee consisting of one counselor from each feeder high school and the student services personnel of the Anywhere Vocational Center has been established. The admissions committee has developed a functional admissions procedure which has been accepted by all concerned.

Admissions Procedure

1. Students will be informed of opportunities at the vocational center.

    A. Presentations to feeder schools will be made by the vocational center student services personnel.

    B. Visitations will be made to the vocational center by potential students from feeder schools.

    C. Feeder school counselors/vocational center counselors will disseminate information and work individually with students (applications will be provided).

2. Application Procedures

    A. Applications will be taken home and signed by parents and returned to feeder school counselor.

    B. The feeder school counselor will send application and other data to the vocational center.

    C. After applications are received, a tally will be made to determine over-subscribed classes.

    D. The over-subscribed class applicants will be tested with an appropriate instrument.

3. Admissions

    A. One counselor from each of the five feeder schools will sit on the admissions committee.

B. Students are admitted based on the following:

   (1) Feeder school counselor's recommendation

   (2) Test scores (aptitudes, achievement, etc.)

   (3) Feeder school attendance

   (4) Feeder school grades

   (5) Grade in school

C. Students who are unsuccessful in being admitted into their choice of programs will be recounseled and admitted into available programs.

D. Students who are not admitted and do not want a second choice will be put on an alternate list for admission if space becomes available.

4. Notification

A. The feeder school counselor will receive a class roster which lists class and time students are to report.

B. The counselors will screen the rosters and conflicts will be reported to the vocational center for possible changes.

C. The alternates will receive notification of opening through the feeder school counselor.

MAJOR THRUST: Consultation **GRADE LEVEL:** 9-12

NEEDS: Awareness of Counselor's Role to Staff

OBJECTIVE(S):

Upon completion of the following activities, the staff will be able to:

1. Identify the counselor's role to staff.
2. Utilize vocational guidance services by referring students who need assistance in obtaining their career goals and making adjustments to their environment.

SUGGESTED ACTIVITIES/STRATEGIES:

Plan in-service programs with staff demonstrating the important role that the counselor plays in the total educational process.

Provide staff with a written description of available vocational guidance services and a copy of the vocational guidance plan (See Section VII of this guide for assistance in developing a guidance plan). The counselor's role checklist (Attachment 3) may be used as a guide to conduct a detailed discussion of each of the services available. Use as many inservices as necessary to ensure that staff members are thoroughly aware and convinced of the services needed and available to students. During the session provide them with an explanation of the procedure that should be followed in making referrals or guidance and placement services. Attachment 4 may be used as a helpful guide.

RESOURCES/PREPARATIONS NEEDED:

1. Set date for inservice at the beginning of the school year.

2. Prepare sufficient copies of guidance plans and other materials.

EVALUATION:

Have participants check items on a prepared checklist that they are fully aware of (Attachment 3).

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Plan small group sessions with staff explaining the role of the counselor. Instructor will readily ask questions for explanations in small groups.

2. Review needs assessment data to determine needs that are not currently being met. Schedule special sessions with staff to discuss ways in which these needs could be addressed through vocational guidance services.

3. Utilize other resources in providing orientation to guidance and placement services, i.e. district staff, State Department of Education staff, films, written materials, etc.

Attachment 3

COUNSELOR'S ROLE CHECKLIST

Yes	No		DIRECTIONS: Check "yes" to all items that you are familiar with and "no" for unfamiliar items.
____	____	1.	Develop a written vocational guidance plan in cooperation with other guidance personnel, teachers, and administrators. Plan should be comprehensive which outlines specific areas of responsibilities as well as a schedule as to when services will be accomplished.
____	____	2.	Disseminate information regarding vocational education and career opportunities.
____	____	3.	Select, administer, and interpret standardized tests to assist students in making appropriate career decisions.
____	____	4.	Provide orientation of incoming high school students concerning vocational offerings.
____	____	5.	Maintain open lines of communication with local business and industry in providing information on vocational education programs.
____	____	6.	Provide a placement program for students completing the vocational program.
____	____	7.	Maintain adequate cumulative records on students.
____	____	8.	Provide individual/group personal-social, educational and vocational counseling for students.
____	____	9.	Prepare reports of follow-up studies of former students in vocational programs for the purpose of improving services and evaluating the effectiveness of vocational education.
____	____	10.	Interprets vocational education to the community.
____	____	11.	Remains up-to-date on changing job-entry skill requirements and changing technologies in business and industry.

Yes	No		
____	____	12.	Maintains current resources of school catalogs, school profiles, and scholarship aid information related to schools and occupational and educational information on employment trends and requirements.
____	____	13.	Assists students wishing to make application to post-secondary vocational schools or colleges.
____	____	14.	Assists in recruitment, registration, course selection, and scheduling of vocational students.
____	____	15.	Work to prevent students from dropping out of school.
____	____	16.	Coordinate guidance field trips to schools, colleges, and industries.
____	____	17.	Confer with parents whenever necessary.
____	____	18.	Provide inservice training in guidance for teachers.
____	____	19.	Advise administrators and faculty on matters of student discipline.

Attachment 4

Counseling Referral Form

Anywhere Area Vocational Center

Anywhere, South Carolina

________________ Date

Name of Student ____
(Last) (First) (Middle)

Sex ________________________________ Grade ____________________
(Male) (Female)

Home High School ____

I recommend that the above named student be referred to the counselor/job placement coordinator for counseling.

Reason for Referral ____

____

____

____

____

____

____
(Signature of Teacher/Staff Member)

Comments from Counselor/Job Placement Coordinator ______________

____

____

____

____

____

MAJOR THRUST: Consultation **GRADE LEVEL:** 9-12

NEEDS: Consultation with teachers - instructors' awareness of the needs of special needs students

OBJECTIVE(S):

Upon completion of the following activities instructors will be able to:

1. Identify students with special needs.
2. Refer students with special needs to secure available services.

SUGGESTED ACTIVITIES/STRATEGIES:

Plan sessions with staff to explain the classification system of special needs students (disadvantaged and handicapped). Discuss the difference between handicapped and disadvantaged. Explain and discuss the steps followed in classifying handicapped and disadvantaged students.

Using Attachment 5 explain the classification system for disadvantaged students in vocational education programs. Discuss how funds are utilized and the special services provided by the school/center to assist these students to succeed in vocational education: services, assistance, materials or curriculum modifications. Outline the counseling and placement services available to them. Using Attachment 6 define a handicapped student in vocational education and discuss how funds are utilized at the school/center.

Using the resource, **Working With Handicapped and Disadvantaged Students in Vocational Education**, discuss the classification system for handicapped students. Define the following: Orthopedically handicapped, mentally handicapped, visually handicapped, hearing handicapped, emotionally handicapped, speech handicapped and learning disabled. Using Attachment 7 present and discuss the method for the development of the vocational component of the Individualized Education Program (IEP).

RESOURCES/PREPARATIONS NEEDED:

1. Set dates early in the school year for staff sessions.
2. Make copies of the Model For The Development of IEP's With A Vocational Education Component.
3. Make copies of Disadvantaged Students In Vocational Education and Handicapped Students In Vocational Education.
4. Secure sufficient copies of the resource, **Working With Handicapped and Disadvantaged Students in Vocational Education.**

EVALUATION:

Review of teachers' reports in identifying and referring special needs students.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Attend workshops given by the State Department of Education on ways to identify and prepare the Individualized Education Program for special needs students.
2. Have teachers visit a special education facility to obtain firsthand information from the supervisor on procedure for working with special needs students.
3. Have representatives from the Vocational Rehabilitation Department, special needs teachers, school psychologists and State Department of Education make presentations for faculty inservices.

DISADVANTAGED

"Disadvantaged" means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency, and individuals who are dropouts, or who are identified as potential dropouts, from secondary schools. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered to have an "academic disadvantagement."

1. Federal setaside funds used for disadvantaged individuals to be served in a self-contained or mainstreamed program are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education (excess costs) and that are essential for disadvantaged individuals to participate in vocational education. (F)

2. Each eligible recipient that receives an allocation of Federal funds shall use those funds to provide information to disadvantaged students and their parents concerning the opportunities available in vocational education programs at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade. (F)

3. Each eligible recipient shall provide to each disadvantaged student that enrolls in a vocational education program: (F)

    a. An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

    b. Special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs established under paragraph 3.a of this section;

    c. Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

d. Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

4. Vocational programs for disadvantaged students shall be coordinated with programs conducted by other State agencies/organizations for disadvantaged persons, to the maximum extent possible. (F)

5. The first priority for vocational education programs for disadvantaged students shall be job skill training coupled with supplemental assistance on an individual need basis. (S)

6. Cooperative training shall be utilized for vocational disadvantaged students, wherever possible and appropriate. (F)

7. Federal setaside funds may be used for the improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals, and services and activities which apply the latest technological advances to courses of instruction for disadvantaged individuals. (F)

8. Federal setaside funds may be used for the acquisition of modern machinery and tools, but only for schools at which at least seventy-five percent of the students enrolled are economically disadvantaged. (F)

9. Each eligible recipient must use Federal setaside funds for vocational education services and activities for individuals with limited English proficiency in the same proportion as the number of such individuals served in the vocational education program of that eligible recipient in the program year preceding the program year for which the allocation is made. (F)

10. Programs for serving disadvantaged students may be offered at all instructional levels: secondary, post-secondary, and adult. (F)

11. An eligible recipient must have information on file, documenting each student's needs, outlining activities to assist these individuals, and measuring individual gains in order to evaluate results. This information must be available for monitoring. (S)

South Carolina Department of Education, **South Carolina Administrative Provisions for Vocational Education** (Columbia, S.C.: Department of Education, 1985), pages 61-63.

HANDICAPPED

"Handicapped," when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

1. Federal setaside funds used for handicapped individuals, to be served in a self-contained or mainstreamed program, are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education (excess cost) and that are essential for handicapped individuals to participate in vocational education. (F)

2. Each eligible recipient that receives an allocation of Federal funds shall use those funds to provide information to handicapped students and their parents concerning the opportunities available in vocational education programs at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade. (F)

3. Each eligible recipient shall provide to each handicapped student that enrolls in a vocational education program: (F)

    a. An assessment of the interests, abilities, and special needs of the student with respect to completing successfully the vocational education program;

    b. Special services, including adaption of curriculum, instruction, equipment, and facilities designed to meet the needs established under paragraph 3.a of this section;

    c. Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

    d. Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

4. Vocational programs for handicapped students shall be coordinated with programs conducted by other State agencies/organizations for handicapped persons, to the maximum extent possible. (F,S)

5. The first priority for vocational education programs for handicapped students shall be job skills training coupled with supplemental assistance on an individual need basis. (S)

6. Cooperative training shall be utilized for vocational handicapped students wherever possible and appropriate. (F)

7. The identification of individuals as "handicapped" and their vocational training shall be conducted in accordance with established State and Federal laws. (F,S)

8. School districts are permitted to contract for the service of support persons to assist in specialized education instructional programs supported under P.L. 98-524. (F)

9. To assure compliance with P.L. 94-142 the review process includes that a designated representatve of the Office of Handicapped, State Department of Education, recommend approval of each local plan serving handicapped students. (F,S)

10. P.L. 94-142 requires that an Individual Education Program be developed by each LEA for each handicapped student. Programs, services, and activities provided shall be consistent with these individual programs. On-site evaluations performed by Office of Vocational Education staff members will monitor these individual plans and compare actual programs/services/activities provided with those authorized in the approved local plan to assure compliance. (F,S)

11. Programs for serving handicapped students may be offered at all instructional levels: secondary, post-secondary, and adult. (F)

12. Each school district shall adopt standard procedures for processing referrals of handicapped students for vocational education from any public or private source. (F)

13. An eligible recipient must have the vocational components of the Individualized Education Plan (IEP) on file and available for monitoring. The IEP will indicate adapted or separate vocational education programs. In these cases, an

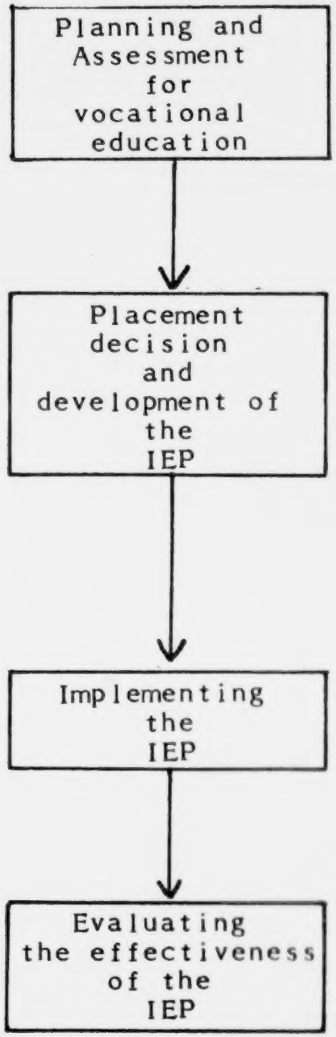
Attachment 6 Cont'd.

objective must be included in the IEP relative to the adaption, modification, and/or supplemental support being provided. (S)

South Carolina Department of Education, **South Carolina Administrative Provisions for Vocational Education** (Columbia, S.C.: Department of Education, 1985), pages 60-61.

MODEL FOR THE DEVELOPMENT OF IEP'S WITH A VOCATIONAL EDUCATION COMPONENT

Attachment 7


Planning and Assessment for vocational education
Placement decision and development of the IEP
Implementing the IEP
Evaluating the effectiveness of the IEP

RESPONSIBILITY OF SPECIAL EDUCATION

Step 1

- A. Collect data for recommendation for the least restrictive vocational education program model.
- B. Analyze data collected by Vocational Education.

Step 2

- A. Arrange for IEP/placement meeting(s).
- B. Assist in determining appropriate vocational education.
- C. Develop annual goals and short-term educational objectives.

Step 3

- A. Provide special education and support services.
- B. Reinforce vocational training.

Step 4

- A. Review other special education short-term objectives.
- B. Modify as needed.

RESPONSIBILITY OF VOCATIONAL EDUCATION

Step 1

- A. Through assessment of vocational interests, needs, counseling, collect data to recommend appropriate vocational skills training.
- B. Analyze data collected by Special Education.

Step 2

- A. Participate in determining appropriate vocational education.
- B. Specify short-term vocational education objectives if needed.

Step 3

- A. Provide vocational training as specified in the IEP.

Step 4

- A. Review vocational education short-term objectives.
- B. Modify as needed.

MAJOR THRUST: Consultation **GRADE LEVEL:** 9-12

NEEDS:

Consultation with teachers concerning curriculum study and revision for the educational development of students.

OBJECTIVE(S):

Upon completion of the following activities, instructors will be able to:

a. Identify at least three competencies needed by their students that will enhance the employability of their students in the local job market.

b. Develop at least three strategies that may be incorporated into their course syllabi that will enhance the employability of their students in the job market.

SUGGESTED ACTIVITIES/STRATEGIES:

Plan in-service sessions for staff explaining the needs of the community in relationship to the availability of jobs. Have faculty members bring copies of their course syllabi. Using information from the South Carolina Employment Security Commission, SCOIS, placement and follow-up records, needs assessment data, discuss placement and employment trends in the local community for the past several years. Share any information received from employers follow-up reports, advisory committees/councils reports, chamber of commerce information, local development boards, student surveys, parent surveys and other data to apprise faculty members of local community needs. Using chalkboards have the group discuss and list the ten most needed competencies for success in the local job market.

Have instructors review their course syllabi to determine if these competencies are among their curriculum. Discuss with the instructors strategies for providing these competencies for their students.

RESOURCES/PREPARATIONS NEEDED:

1. Set dates for in-service sessions.
2. Make sufficient copies of the most recent follow-up report and other information to be used in the in-service session.
3. Notify instructors of the purpose of the session and request that they secure copies of their course syllabi.

EVALUATION:

Survey instructors to determine the number of new competencies and teaching strategies added to their course outlines.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Have a representative from the S.C. Employment Security Commission discuss employment trends and the availability of jobs in specific areas during an in-service session.
2. Have a representative from the local chamber of commerce, county development board, or local industrial leaders discuss employment trends with the faculty and staff.

MAJOR THRUST: Consultation **GRADE LEVEL:** 9-12

NEEDS:

Consultation with parents in the areas of educational, vocational and personal development of students.

OBJECTIVE(S):

Upon completion of the following activities, parents will be able to:

1. Identify their role in the educational process of their children.
2. Assist their children in their educational planning for careers and personal development.

SUGGESTED ACTIVITIES/STRATEGIES:

Plan group conferences for the parents of students to explain the school's curriculum and support services. Distribute handouts to parents with an explanation of each course offering. Fully discuss the goals of each vocational program. Conduct a tour of the center/school, if feasible. Positive interest in children displayed by parents will enhance their self image and personal development. During sessions invite parents to schedule individual conferences to discuss their child's educational and career plans.

Since some parents may not be able to attend the school/center's conferences, look into the possibility of conducting sessions at locations other than the school or center, e.g. churches, community centers, elementary schools, etc. Time schedules for conferences may also vary, e.g. late afternoons, evenings, etc. Obtain the support of your administrator and the entire staff. After all, your main objective is to enhance parent's knowledge of the school's goal in the career development of their children and secure their support in this process.

In planning for conferences it is important to obtain the support and leadership of key parents. Make sure sessions are well plannned and publicized. Use only high quality materials and follow up with a written report to those who attend.

RESOURCES/PREPARATIONS NEEDED:

1. Set date for parent conferences.
2. Prepare sufficient copies of course descriptions, materials and resources of related careers for parents.
3. Send written notices to parents for each session. R.S.V.P.'s should be included.
4. Make arrangements for refreshments.
5. Devise a plan for conducting individual sessions with parents requesting same.

EVALUATION:

Use checklists and surveys to solicit feedback from parents to determine success of sessions.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Prepare and distribute to parents a newsletter of the school's programs. Career opportunities should also be included in the newsletter.
2. Prepare a slide presentation on the school's educational and career opportunities. Invite parents in for a slide presentation.
3. Collaborate with other district personnel in planning and conducting special seminars for parents such as Financial Aid Workshops, Tests Interpretation Sessions, Career Opportunities, School Adjustments Problems, etc. Invite individuals with expertise in a specialized field of knowledge to conduct sessions.
4. Through flyers and notices to parents, invite them to enroll in continuing education or special interest courses offered by the school or center. Be on hand during registration to inform parents about the school role and their role in the career development of their children.

MAJOR THRUST: Consultation **GRADE LEVEL:** 9-12

NEEDS: Involvement of Employers in Vocational Programs

OBJECTIVE(S):

Upon completion of the following activities, employers will be able to:

1. Assist school personnel by serving on advisory committees.
2. Assist school personnel by employing program completers.

SUGGESTED ACTIVITIES/STRATEGIES:

Invite employers to serve on advisory committees for the vocational programs. During advisory committee meetings, explain the school's programs and ways that they could be of service. Take advisory committee members on a tour of the school, giving them an opportunity to observe the students as they are being trained in various vocational programs. Invite advisory committee members to serve as resource speakers for vocational programs.

RESOURCES/PREPARATIONS NEEDED:

1. Make personal contacts before inviting employers to serve on advisory committees and follow-up with a letter (Attachment 8).
2. Set date for advisory committee meetings.
3. Make arrangements for advisory committee members to tour school.

EVALUATION(S):

The number of program advisory committee members represented by employers.

OTHER SUGGESTED ACTIVITIES/STRATEGIES:

1. Invite employers to attend a banquet for business people. Have a school administrator to explain the school's programs and the need for employer involvement.
2. Present a slide presentation of the school's programs to various business groups.
3. Mail brochures of the school's programs to selected business persons.

Attachment 8

Anywhere Area Vocational Center
Post Office Box 1000
Anywhere, South Carolina 29115
December 4, 19__

Mr. John Henderson
Henderson Construction Co.
220 Atlantic Avenue
Anytown, South Carolina 29115

Dear Mr. Henderson:

The administration and staff of the Anywhere Area Vocational Center extend to you an invitation to serve as a member of the Building Construction Advisory Committee. We hope that you will be willing to serve on this committee and participate in our activities.

The committee has been organized and in operation since October, 1972. It is composed of concerned business people who are devoting their time and effort to our students. Your active participation and interest in the committee's work will be influential in maintaining a quality vocational education program and in helping to make our community a better place to work and live.

Mr. Johnson, our building construction instructor, will contact you shortly concerning your willingness to serve, date, time, and location of the next meeting. This meeting will help you to understand the role and function of this committee and your potential contributions to it.

Thank you for your interest and support of our vocational education program. Please advise if I may be of further assistance.

Yours truly,

William Doe
Director

REFERENCES

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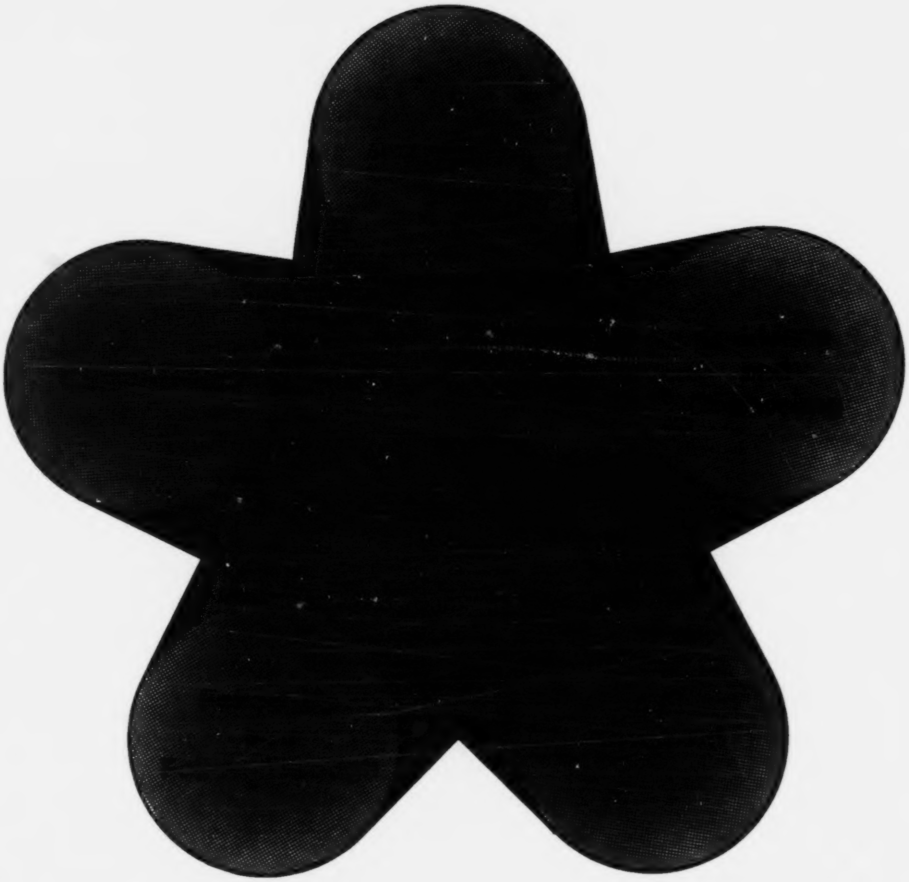
Wong, Betty J.: **Program of Work: Guide for Vocational Guidance Counselors,** Division of Vocational Technical Education, Mississippi State Department of Education, Jackson, Mississippi, (January, 1980).



Planning and Administration

PLANNING AND ADMINISTRATION

NEEDS:

1. Planning vocational guidance services
   a. Determining the needs
   b. Establishing goals and objectives
   c. Outlining the activities/strategies
   d. Implementation
2. Administering the program
   a. Roles of vocational guidance personnel
   b. Job responsibilities
   c. Professional growth and development
   d. Certification requirements
3. Program evaluation

PLANNING AND ADMINISTRATION

Planning

Designing and delivering vocational guidance services is a process which requires careful and detailed planning. Planning a vocational guidance program is a logical process and it should be the first step in providing vocational guidance services. In order to be successful in program implementation, the planning that precedes it requires purpose, involvement, direction and results. The planning phase of the Planning - Administration component may be divided into the following stages: assessing the needs, setting goals and objectives, outlining activities/strategies and preparing to implement the program.

The task that confronts many vocational guidance service providers is one of determining which needs should be addressed during the school year. Although perceived needs have been identified under each of the major thrusts in this document as essential for vocational guidance programs, local program planners should be aware that these needs are general in nature and should be modified as the local program warrants. A need may be perceived as a discrepancy between desired conditions and existing conditions. For example, a perceived need of students as listed in this guide under Recruitment is "an awareness of vocational education programs offered at the high school level." If local program planners feel that an awareness of vocational programs offered at the high school level is a desired condition for ninth grade students, but it isn't currently being provided, then a need has been identified that should be addressed by someone in the system. One of the most widely used and easily understood definitions of a need that may be considered when planning vocational guidance services can be stated succinctly as the difference between "what should be" and "what is." In making the determination as to which needs should be addressed, vocational guidance service providers should encourage administrators, teachers, employers, parents and students to participate in defining the local vocational guidance needs through a needs assessment.

The primary purpose of the needs assessment should be to determine the specific needs in order that activities/strategies may be designed and prescribed which will meet the needs of students, teachers, parents, employers, etc. in providing vocational guidance services. Regardless from which setting needs are to be assessed, the following basic steps or dimensions may be helpful in conducting needs assessments:

(1) **Deciding from whom the information will be collected (students, parents, teachers, etc.)**. The needs assessment process should provide for input from all pertinent aspects of the educational program, involvement of personnel at every level in the system, and representative input and participation from students, parents, and other members of the community. People who are involved in setting goals and identifying the needs are likely to be more supportive of the schools.

(2) **Deciding what information to collect.** Collecting information that is already available or that will not be used is a waste of time, money and effort and has been responsible for the early demise of many needs assessments.

(3) **Developing information collecting procedures.** Such things must be considered as: What data conditions can be handled locally? What instruments will be used? Will survey forms, norm-referenced or criterion-referenced tests be used?

(4) **Collecting the information.** Once the decisions have been made as to what information will be collected, from whom it will be collected, and procedures for collecting have been established, the actual collection of information can begin. Since all information to be collected is important to be used in planning educational improvements, it should be as complete and reliable as possible.

(5) **Processing and analyzing the information.** Plans for processing and analyzing the information collected should have been developed long before the collection process begins. Well-planned systematic analysis is imperative if the needs assessment effort is to serve its purpose and provide a dependable useful basis for decision making.

(6) **Analyzing the needs.** A needs assessment would not be complete without a careful analysis of the identified and documented needs. The process is sometimes referred to as problem definition - a delineation of the factors and influences which contribute to the need. It is an orderly method for determining why there is a discrepancy between "what should be" and "what is."

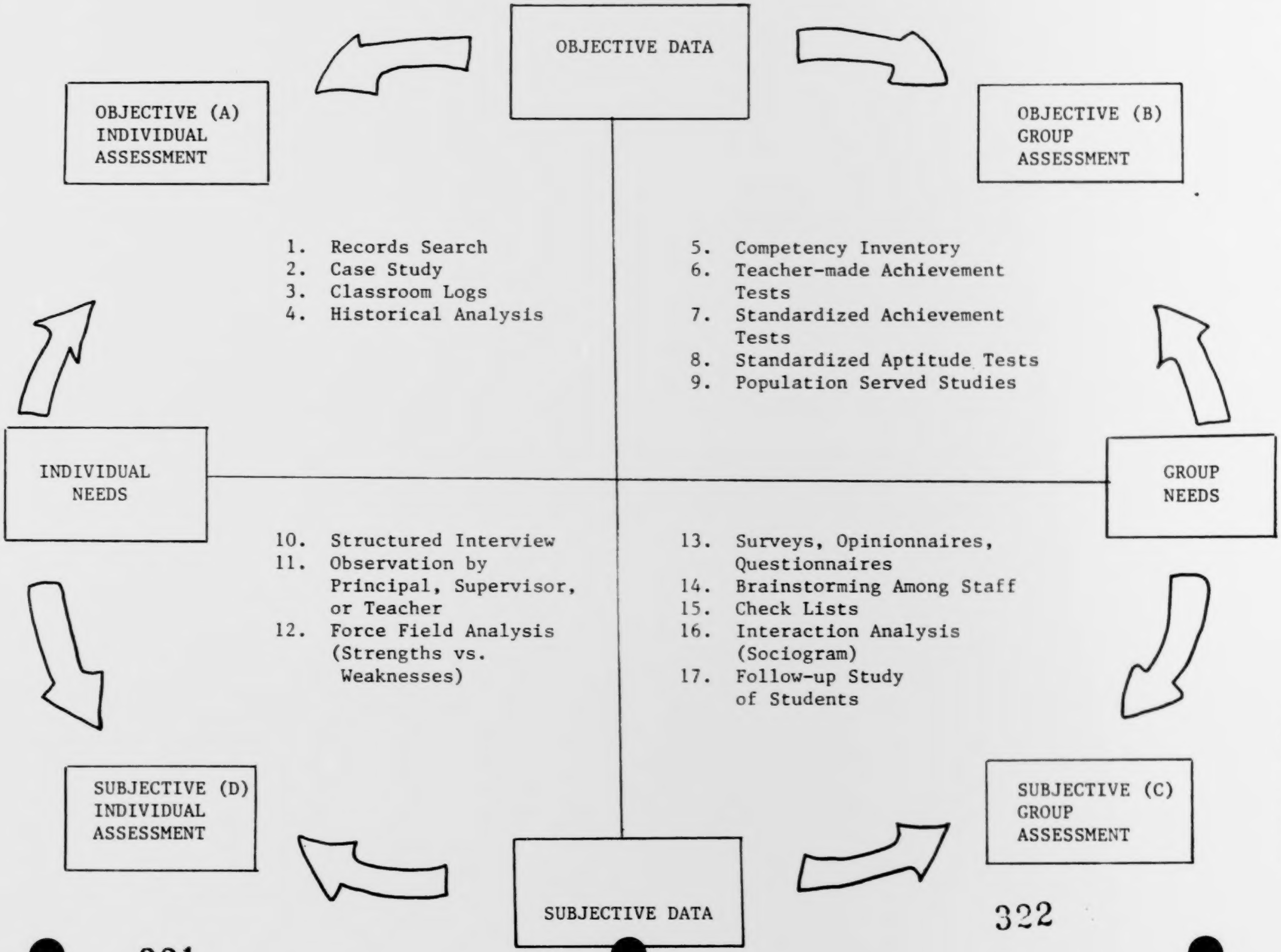
(7) **Presenting the information in usable form.** Adequate dissemination and effective use of the information collected is vital to the success of the needs assessment effort and to all other aspects of the planning process.

Examples of vocational guidance needs assessment instruments that may be useful for surveying potential vocational students, current vocational students, and community leaders are provided in Appendix VIII-1,VIII-2 and VIII-3. A taxonomy of other needs assessment instruments and procedures for determining student needs is found in Figure VII-1.

Once needs have been identified, the next step in planning vocational guidance services consist of establishing well stated goals and objectives. Goals and objectives represent program directions and should be based on the needs assessment information gathered.

Goals are defined as general statements of what is ideally expected as result of the vocational guidance program. They are

A TAXONOMY OF NEEDS ASSESSMENT INSTRUMENTS FOR DETERMINING STUDENT NEEDS


OBJECTIVE DATA
OBJECTIVE (A) INDIVIDUAL ASSESSMENT
OBJECTIVE (B) GROUP ASSESSMENT
INDIVIDUAL NEEDS
GROUP NEEDS
SUBJECTIVE (D) INDIVIDUAL ASSESSMENT
SUBJECTIVE (C) GROUP ASSESSMENT
SUBJECTIVE DATA

1. Records Search
2. Case Study
3. Classroom Logs
4. Historical Analysis

5. Competency Inventory
6. Teacher-made Achievement Tests
7. Standardized Achievement Tests
8. Standardized Aptitude Tests
9. Population Served Studies

10. Structured Interview
11. Observation by Principal, Supervisor, or Teacher
12. Force Field Analysis (Strengths vs. Weaknesses)

13. Surveys, Opinionnaires, Questionnaires
14. Brainstorming Among Staff
15. Check Lists
16. Interaction Analysis (Sociogram)
17. Follow-up Study of Students

Figure VII-1

global statements that reflect the desired outcomes toward which the program will be planned. Goals should be written to cover the needs identified from the needs assessment data as well as some to cover the desired outcomes already being met. Another source of goal statements may be the vocational guidance philosophy found in this document and the school district's philosophy and goals. Once goals have been developed, local planners will need to translate them into objectives, which are more specifically worded statements that allow service providers to determine whether students are progressing toward the goals.

Because goals are usually stated in broad terms, it is difficult to know whether or not students have reached them. Consequently, once a set of goals has been established, the next task should be of translating each of the goals into specific objectives. A number of objectives may be written for each goal. The objective is more specific than the goal and is stated in measurable terms (See Figure VII-2 for an example of a goal and objective). Successfully stated objectives convey the same message to everyone. Whoever becomes aware of the objective should be able to report the same intent of the objective developers. In general, successful statements of objectives include three pieces of information:

1. Performance - What observable behavior or event will be achieved?
2. Condition - When or where will performance occur?
3. Criterion - How well or how much must be done or performed?

Figure VII-2

MAJOR THRUST: Recruitment GRADE LEVEL: 7-10

GOAL: To provide sufficient information about vocational education programs which will permit enrollment and accommodation into the program based on one's needs, abilities and interests.

OBJECTIVE(S)	ACTIVITIES	TIMETABLE	EVALUATION
1. The students completing the following activity will be able to: a. identify the vocational program offerings at the high school level in the district. b. Select three choices of vocational courses for consideration of program enrollment in the future. (Performance Objective)	1.1 Conduct a tour of the area vocational center or high school(s) with vocational programs in the district. This is best done by classes or small group arrangements to ensure that all potential vocational education students receive exposure	September - April	1.1.1 Written Survey to assess student knowledge at end of tour 1.1.2 Written survey at end of tour
2. After participation in a staff development session, the counselor will be able to assist the special needs student in determining the most appropriate vocational program placement from available courses based on the student's needs, interests, and abilities. (Process Objective)	2.1 Conduct a staff development session on the vocational assessment of special needs students. This specific activity will require an assessment coordinator or someone who can administer and interpret tests for special needs students	September - May	2.1.1 Monitoring of program to determine student's success and satisfaction with program placement.

The foregoing discussion is concerned with performance objectives where immediate planned outcomes are to improve student progress toward goal attainment. A vocational guidance program may also need "process objectives" sometimes referred to as enabling objectives in which the "performers" are not students, but counselors, teachers, administrators, parents or community resource persons. The goal is still success of students; however, a need is identified which has to do with the support and involvement of others in delivering the vocational guidance services (See objective 2, figure VII-2).

A set of goals and objectives is not a complete vocational guidance program. The program also includes methods, techniques, procedures, and activities which are used to assist students in achieving objectives and progressing toward the attainment of goals. "Guidance strategies" and "guidance activities" are two terms commonly used to describe some of the methods used for delivery of vocational guidance services. The process of developing a vocational guidance program involves determining which methods will be best used to achieve student objectives. Examples of activities and strategies have been provided in this guide in Sections I - VI as a source for local planners in outlining methods for delivering vocational guidance services. Further, a suggested format for outlining goals, objectives, activities and evaluation procedures has been provided in Figure VII-2.

The implementation of vocational guidance services and activities should be based on careful planning as were the needs assessment and the identification and establishment of goals and objectives. Implementation is a central phase of the Planning - Administration cycle. Due to accountability factors, vocational guidance personnel are expected to justify their programs and to take on additional responsibilities. Critical realities such as these suggest that the traditional one-to-one vocational guidance for all students is an unaffordable luxury; therefore, group guidance techniques may be more advantageous in delivering and implementing guidance services. Group guidance allows vocational guidance personnel to: (1) work with more students and thereby make more efficient use of available time; (2) increase student learning by group interaction; (3) provide student with specific knowledge, attitudes and skills; and, (4) relate vocational guidance more closely to the total curriculum.

Administering the Program

The success of any vocational guidance program depends upon the active participation of everyone involved -- guidance counselors, job placement coordinators, teachers, administrators, volunteers, parents, and other community members. Total school involvement means a sharing of responsibilities and expertise. Although vocational guidance isn't something vocational guidance personnel do alone, they are usually held accountable for it and must take the lead in planning and implementing it. The role of vocational guidance in South Carolina may vary from school district to school district; however, school districts are held accountable for certain general policies and procedures for providing vocational guidance services. These policies and procedures are contained in the **South Carolina Administrative Provisions for Vocational Education** and outlined in Figures VII-3 and VII-4.

Regardless to whose responsibility it is to implement vocational guidance services at the local school level, a job description outlining the duties and responsibilities should be provided for each person responsible. The job description should provide a listing of the performance responsibilities expected of the vocational guidance staff member along with signatures of the staff member and the administrative supervisor which verify the roles of vocational guidance in the school's curriculum. Since placement services are sometimes provided by separate positions such as job placement coordinators or others than vocational guidance counselors, sample job descriptions are provided respectively for vocational guidance counselors and job placement coordinators in Appendix VIII-4 and Appendix VIII-5.

There are many skills essential in planning and administering a vocational guidance program. In order to work as a professional engaged in vocational/career counseling according to the National Vocational Guidance Association the individual must demonstrate minimum competencies in six designated areas. These six areas are General Counseling, Information, Individual/Group Assessment, Management/Administration, Implementation and Consulting. These competencies were approved by the Board of Directors of NVGA in 1981 and are outlined in Appendix VIII-6.

Figure VII-3

Comprehensive Career Guidance and Counseling Programs

Federal vocational funds may be used to provide, improve, and expand career counseling and guidance authorized by Part D of Title III at vocational centers, comprehensive high schools, and other schools. (F)

Such programs at secondary and post-secondary institutions may be designed to assist individuals to: (F)

1. Acquire self-assessment, career planning, career decision-making, and employability skills.
2. Make the transition from education and training to work.
3. Maintain the marketability of their current job skills in established occupations.
4. Develop new skills to move away from declining occupational fields and enter new and emerging fields in high technology areas experiencing skill shortage.
5. Develop mid-career job search skills and to clarify career goals.
6. Obtain and use information on financial assistance for post-secondary and vocational education and job training.

South Carolina Department of Education, **South Carolina Administrative Provisions for Vocational Education** (Columbia, S.C.: Department of Education, 1985), page 83.

Figure VII-4

Placement Services

1. "Commencing with 1987-88, to continue existing job preparatory programs, other than vocational agriculture, fifty percent of the graduates available for placement must be placed during the prior three years in the area for which training was provided. Each graduate of a job preparatory vocational education program must be surveyed by his school district ten months after graduation to determine job placement status. The school districts shall make an annual report to the State Board of Education of the findings of its survey. The State Board of Education shall report the results of the district surveys to the Governor, General Assembly, and the State Council on Vocational and Technical Education. The State Board of Education may waive the fifty percent requirement upon recommendation of the school district, if the district can demonstrate that a program responds to the employment needs of new or expanding businesses or industries. Students must be advised prior to enrollment in a job preparatory program of possible discontinuation of the program, if placement data indicates possible discontinuation, and of the employment outlook for graduates of the program. Students enrolling in vocational programs which are not preparatory for employment must be clearly advised of this fact by the school district." (S)

2. Each completer of a vocational education program shall be surveyed by the local educational agency (LEA) at ten months after graduation to determine job placement status. A record of the responses to this survey shall be maintained for a period of five years by the local educational agency. A report reflecting the results of this survey to determine placement rates shall be forwarded to the Office of Vocational Education by the LEA. The surveys conducted by the LEAs shall be designed to obtain the following information from each completer, as a minimum.

   a. What is the current educational status of each completer?
   b. What is the current employment status of each completer?
   c. Where is each student employed?
   d. Is the job related to your field of vocational training?

3. Each school with vocational job preparatory programs shall designate person(s) as having overall responsibility for job placement. (S)

4. Funding

   Federal funds allocated to eligible recipients under the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) may be used for placement services for students who have successfully completed vocational programs, provided that the eligible recipient includes the request for funds in the "Local Application for Federal Support of Vocational and Technical Education" and is approved by the Office of Vocational Education.

5. General

   a. Placement services will include procedures, practices, and activities which assist students in securing employment who have successfully completed a vocational program.

   b. This service involves cooperation among the total community, parents, students, and educational agencies.

   c. The ultimate responsibility for providing effective and efficient placement services rests with the respective school district.

   d. Placement coordinators shall provide specialized services to disadvantaged vocational program completers.

   e. Placement service will prepare:

      (1) Individuals for occupations

      (2) Individuals for other occupations requiring a higher degree

   f. Those counties with more than one placement coordinator shall require these coordinators to cooperate fully in order to prevent duplication of effort in providing services to students and employers.

   g. Placement service is an integral part of the vocational guidance program in the state of South Carolina.

South Carolina Department of Education, **South Carolina Administrative Provisions for Vocational Education** (Columbia, S.C.: Department of Education, 1985), pages 82-83.

In staffing vocational guidance programs, it may be found that there are discrepancies between staff competencies and program needs. Not all staff members need to possess all the same skills; e.g., vocational guidance counselors and job placement coordinators may have competencies in different areas. As a result, staff development activities may be needed for the current and continual professional growth of the vocational guidance personnel. As part of the educational team, vocational guidance personnel must be familiar with many aspects of the vocational training program, e.g., the school's philosophy, learning process, policies, and procedures. The vocational guidance staff must also understand the school curriculum, the teaching problems, and have some understanding of the nature of cultural influences upon the facts about people, institutions, jobs, individual development, and problems of adjustment. Additionally, vocational guidance personnel must have skills in working with people.

The range of these skills implies that these individuals should be trained in several different fields. A counselor, of course, is never fully trained; for the process of growth and development continues beyond the limits of any academic degree. To stay abreast of many of these requirements, vocational guidance personnel should attend professional meetings, workshops, classes and conferences whenever feasible. A library of professional books, journals, magazines and other periodicals relating to vocational guidance is appropriate for securing a knowledge of current trends. Active participation in national, state and local guidance associations will provide new ideas and suggestions on operating a vocational guidance and placement program.

In addition to the requirements for the necessary competencies and skills in order to plan and implement an effective vocational guidance program, vocational guidance personnel must be certified by the South Carolina Department of Education in order to serve in their respective positions. There are several options by the State Department of Education for certification as a counselor (secondary guidance counselor) at the high school level (See Appendix VIII-7). In addition to the certification requirements outlined for the secondary guidance counselor at the high school level, area vocational center counselors must meet additional certification requirements stipulated in the **Defined Minimum Program** and outlined in Appendix VIII-8. When job placement coordinators are hired, separate requirements must be met by the individual as outlined in Appendix VIII-9.

Program Evaluation

The evaluation of vocational guidance programs represent a necessary continuation of the service provider's responsibilities in the planning and administration component. Just as all educational service providers need to determine the effectiveness of their programs, vocational guidance personnel need to document how successful their programs are in enabling the students they serve to achieve program objectives. This information is needed not only to benefit the students who use the services, but also to provide guidance personnel with data that can be used to improve existing programs or establish new ones. Evaluation results should be used to determine what changes occurred as a result of the planned program (goals and objectives) and the degree to which the planned program is responsible for the changes.

Evaluations of vocational guidance programs may be conducted using many forms. It may focus on the results of the program or it may focus on the activities/strategies provided in the program. The two methods are generally referred to as summative and formative methods of evaluation respectively. In addition, both of the methods may be conducted by informal or formal means. Since there is no single best way for evaluating vocational guidance programs, a combination of these approaches should be considered in conducting a comprehensive evaluation of vocational guidance services. Figure VII-5 provides further explanation of the types of evaluation strategies.

Evaluation is concerned with two primary questions. Number one, is the total program meeting its goals; and number two, are the activities being provided accomplishing the goals effectively or more effectively than other possible activities? The first question may be answered from the results of a summative conducted evaluation and the answer to the second question may be revealed through the formative evaluation approach.

Both types of evaluations are important and should be considered in the overall evaluation of a vocational guidance

Figure VII-5

A SYSTEM FOR CATEGORIZING TYPES OF EVALUATION STRATEGIES

Focus of Evaluation

Formative (Process)	Summative (Products)
Formative - Informal **Examples** 1. Tabulations 2. Satisfaction Rating Scales 3. Incomplete Statements 4. Verbal Anecdotes	Summative - Informal **Examples** 1. Expert opinion 2. Questionnaires 3. Follow-up Surveys
Formative - Formal **Examples** 1. Opinion Surveys 2. Expert Opinion 3. Descriptive Data 4. Case Study	Summative - Formal **Examples** 1. Southern Association of Schools and Colleges Accreditation 2. State Department of Education Accreditation 3. Vocational Education Program Evaluation

program. It should be mentioned, however, that formative or process evaluation methods, such as specific techniques in the guidance plan, are more important in the early stages of program activities in order to detect problems early in the process. As the program becomes more involved, product or summative evaluation increases in importance. Both types are essential to overall evaluation, since the first product evaluation should be supported by the process of evaluation.

It is important to note that both process and product evaluations may be conducted in either formal or informal settings and may utilize either formal or informal methods for collecting data. For vocational guidance personnel, the satisfaction expressed by a student after an individual counseling session may be as meaningful in terms of evaluation of a total program as the results of a standardized questionnaire administered in a controlled setting would be. The vital point to be made is that both formal and informal evaluations are needed, if an accurate picture of the effectiveness of the program is to be obtained.

The question yet to be addressed is: what evidence can be accepted that will demonstrate that the program objectives have been met? Perhaps, there is no single answer to that question. The evidence may reflect what the student knows about various career-related topics or it may reflect the student's attitudes, preferences, and values, about career related issues, or it may identify what career behavior the person has initiated. A listing of some examples that may be used to gather such evidences include, but is not limited to, the following:

1. Ratings of student's performance by employers, parents, teachers, or counselors;
2. Review of goal attainment by a panel of experts;
3. Follow-up studies;
4. Attitude scales about self and work;
5. Observation of student understandings and skill development;
6. Changes in work related behavior: attendance, punctuality, thoroughness, etc.;
7. Student opinion about behavior change or improvement;
8. Scores on published standardized instruments.

In addition, an example of formative evaluation forms for informal and formal means is provided in Appendix VIII-10 and VIII-11. The follow-up study is an example of the summative informal evaluation (see Section VI: Follow-up and Follow-through for an example of a follow-up study). Also, all vocational guidance programs in South Carolina must undergo a program evaluation at least every five-year cycle using the Program Standards for Vocational Education Program Evaluation: Section C - Student Services. This program evaluation instrument is an example of the summative-formal type and is illustrated in Appendix VIII-12.

REFERENCES

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How to Develop A Comprehensive Guidance Program: A Resource Manual. Montgomery, Alabama: Alabama State Department of Education, 1979.

Illinois Career Guidance Handbook. Springfield, Illinois: Illinois State Board of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 1981.

South Carolina Administrative Provisions For Vocational Education. Office of Vocational Education, South Carolina Department of Education, Columbia, South Carolina, 1985.

Vocational Guidance Planning Handbook. Indiana State Board of Vocational and Technical Education, 1981.

APPENDICES

Appendix VIII-1

Vocational Guidance
Needs Assessment

STUDENT SURVEY

School: ____________________

Home School: ____________________

Grade: ____________ Sex: (Check One) M F

Are you enrolled in a vocational education program? ☐ Yes ☐ No

HOW DO YOU FEEL ABOUT THE HELP YOU ARE GETTING FROM YOUR SCHOOL COUNSELORS AND TEACHERS IN EACH OF THE AREAS LISTED BELOW?

Check here if you need more help from the school.

Check here if you are satisfied with the help you are already getting from the school.

Check here if you do not want or need the school to help you in this way.

Need more help	Satisfied with help	Don't want school help	
			1. Identifying your interests and strengths that might apply to your future career.
			2. Finding out about careers that might interest you.
			3. Spending time with different kinds of workers to learn what their jobs are like.
			4. Finding out about vocational education programs you could take.
			5. Deciding whether you should take vocational education classes in high school.

6. When were you first told about the vocational education courses you could take in high school?

___ before 6th grade

___ 6th, 7th, or 8th grade

___ 9th grade

___ 10th grade

___ 11th grade

___ 12th grade

___ I still haven't been told about them.

7. Have you ever wanted to take a vocational education course, but been unable to get into it?

___ Yes ___ No

If "yes," what was the problem?

8. Attached is a list of the vocational education courses offered to students in your school. Look it over, then answer these questions.

All of these courses are open to me.

___ Agree ___ Disagree

I would feel comfortable taking any of these courses.

___ Agree ___ Disagree

If you said "disagree" to either question, is it because you think some of the courses are for people of the opposite sex?

___ Yes ___ No

Please explain any other reasons you would feel unwelcome in some of the courses.

Indiana State Board of Education, **Vocational Guidance Planning Handbook** (Crawfordsville, Indiana: State Board of Vocational-Technical Education, 1981).

Appendix VIII-2

Vocational Guidance
Needs Assessment

VOCATIONAL STUDENT SURVEY

Program: ______________________________

Home School: ___________________________

Grade: ________________ Sex: (Check One) ☐ M ☐ F

HOW DO YOU FEEL ABOUT THE HELP YOU ARE GETTING FROM YOUR SCHOOL COUNSELORS AND TEACHERS IN EACH OF THE AREAS LISTED BELOW?

Check here if you need more help from the school

Check here if you are satisfied with the help you are already getting from the school

Check here if you do not want or need the school to help you in this way.

Need more help	Satisfied with help	Don't want school help	
			1. Setting your career goals.
			2. Deciding what classes and other activities would help you achieve your career goals.
			3. Learning how to get along with a boss and other people at work.
			4. Talking over and solving a. Problems caused by poor health or disabilities
			b. Personal, social, and family problems.
			c. Financial problems
			d. Problems in being accepted by your teachers and fellow students.
			e. Problems with your school work.

Need more help	Satisfied with help	Don't want school help	
			5. Predicting and solving problems that might get in the way of your career goals.
			6. Deciding what to do after you finish high school.
			7. Learning how to go about finding and getting jobs.
			8. Learning how to adjust to a new job.
			9. Talking over your experiences after a few weeks in a new job.
			10. Finding a job after you finish high school.
			11. Finding a part-time job for now.
			12. Finding out about colleges and postsecondary training programs.
			13. Applying to colleges or other training programs.
			14. Getting financial assistance for training after high school.

Indiana State Board of Education, **Vocational Guidance Planning Handbook** (Crawfordsville, Indiana: State Board of Vocational-Technical Education, 1981).

Appendix VIII-3

Vocational Guidance
Needs Assessment

COMMUNITY SURVEY

Name: ______________________________

The guidance and vocational education departments are working together to improve our vocational guidance program. Please help us set priorities by telling us how important you consider the following services.

High - should be done thoroughly even if it means cutting back on other activities.

Medium - should be done if possible.

Low - other needs outweigh this.

Services under consideration for all students in the school:

___ ___ ___ 1. Provide experiences to help students identify and understand their aptitudes, skills, interests, and values.

___ ___ ___ 2. Provide students information about careers of interest to then

___ ___ ___ 3. Arrange opportunities for students to observe and participate in actual or simulated work settings to help them make career decisions and acclimate to work environments.

___ ___ ___ 4. Make junior high/middle school students aware of vocational education opportunities which are expected to be offered when they reach high school.

___ ___ ___ 5. Provide all secondary students sufficient information and assistance to assure that their decisions of whether to apply to vocational education programs are conscious and well-founded.

___ ___ ___ 6. Advocate student needs in the formulation and implementation of admissions and scheduling policies.

7. Assure that recruitment, admissions, and scheduling procedures lead to equal access to vocational education by the following groups:

___ ___ ___ a. Minority students
___ ___ ___ b. Economically-disadvantaged students
___ ___ ___ c. Educationally-disadvantaged students
___ ___ ___ d. Handicapped students
___ ___ ___ e. Females (with respect to traditionally "male programs")
___ ___ ___ f. Males (with respect to traditionally "female programs")

High	Medium	Low	Services under consideration for vocational students (as part of the vocational guidance program).
___	___	___	8. Assist students in setting and refining career goals.
___	___	___	9. Assist students in planning their educational program and work experiences in accordance with their career goals.
___	___	___	10. Assist students in developing effective work habits and interpersonal skills.
			11. Assist in overcoming obstacles to students' successful completion of their high school programs including:
___	___	___	a. Physical or mental impairments
___	___	___	b. Personal, social, and family problems
___	___	___	c. Financial problems
___	___	___	d. Stereotypes, biases, and discrimination
___	___	___	e. Inadequate basic skills
___	___	___	f. Ineffective study habits
___	___	___	12. Assist students in recognizing and overcoming potential obstacles to their career success.
___	___	___	13. Assist students in choosing among available post-program opportunities.
___	___	___	14. Teach students how to locate and secure jobs.
___	___	___	15. Help students adjust to new jobs.
___	___	___	16. Serve as student-employer liaison in job-getting/employee recruitment.
___	___	___	17. Inform students about postsecondary education/training programs.
___	___	___	18. Assist students in applying to further education/training programs.
___	___	___	19. Assist students in securing financial aid to further their education/training.

Indiana State Board of Education, **Vocational Guidance Planning Handbook** (Crawfordsville, Indiana: State Board of Vocational-Technical Education, 1981).

JOB DESCRIPTION

TITLE:		Vocational Guidance Counselor
QUALIFICATIONS:	1.	Shall possess a bachelor's or master's degree from an accredited college or university.
	2.	Shall possess a valid state certificate as a secondary guidance counselor or meet requirements for Area Vocational Center Counselor.
	3.	Such additions to the above qualifications as the School Board may find appropriate and acceptable.
REPORTS TO:		Vocational Center Director/High School Principal.
JOB GOAL:		To help students overcome problems which impede learning, gain self-understanding, and make the occupational choices, post-secondary educational choices, and make career decisions that will lead them to meaningful, successful, and rewarding work.

PERFORMANCE RESPONSIBILITIES:

1. Develop a written vocational guidance plan in cooperation with other guidance personnel, teachers, and administrators. Plan should be comprehensive which outlines specific areas of responsibilities as well as a schedule to when services will be accomplished.
2. Disseminate information regarding vocational education and career opportunities.
3. Select, administer, and interpret standardized tests to assist students in making appropriate career decisions.
4. Provide orientation of incoming high school students concerning vocational offerings.
5. Maintain open lines of communication with local business and industry in providing information on vocational education programs.
6. Provide a placement program for students completing the vocational program.
7. Maintain adequate cumulative records on students.

8. Provide individual/group personal-social, educational and vocational counseling for students.

9. Prepare reports of follow-up studies of former students in vocational programs for the purpose of improving services and evaluating the effectiveness of vocational education.

10. Interpret vocational education to the community.

11. Remain up-to-date on changing job-entry skill requirements and changing technologies in business and industry.

12. Maintain current resources of school catalogs, school profiles, and scholarship aid information related to schools and occupational and educational information on employment trends and requirements.

13. Assist students wishing to make application to post-secondary vocational schools or colleges.

14. Assist in recruitment, registration, course selection, and scheduling of vocational students.

15. Work to prevent students from dropping out of school.

16. Coordinate guidance field trips to schools, colleges, and industries.

17. Confer with parents whenever necessary.

18. Provide in-service training in guidance for teachers.

19. Advise administrators and faculty on matters of student discipline.

TERMS OF EMPLOYMENT: Nine, ten, eleven or twelve months. Salary and work year to be according to the current school district schedule.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the school board's policy on evaluation of professional personnel.

Approved: ____
(Administrator)

Date _____________

Reviewed and agreed to by: _____________________________
(Vocational Guidance Counselor)

Appendix VIII-5

JOB DESCRIPTION

TITLE: Job Placement Coordinator

QUALIFICATIONS:

1. A master's degree or class I certificate and certification in one or more vocational subjects

   or

   Enrolled in a program leading to a master's degree (six semester hours yearly) and have two years work experience

   or

   Possess a bachelor's degree with five years of business/industry work experience in the fields of personnel or administration.

2. Such additions to the above qualifications as the local school board may find appropriate and acceptable.

REPORTS TO: Vocational Center Director/Principal

JOB GOAL: To provide students with updated, realistic information about the job market and to provide support for student growth in job search skills in order that work will become possible for students based on their skills, qualifications and needs.

PERFORMANCE RESPONSIBILITIES:

1. Develop a written placement plan in cooperation with other vocational education personnel. Plan should be comprehensive in outlining specific areas of responsibilities as well as a schedule as to when services will be accomplished.

2. Plan and coordinate placement activities with teachers, counselors and administrators for the school/center.

3. Serve as the control point in coordinating job orders, job development, student referrals and student placement with teachers, counselors, and administrators.

4. Develop and conduct placement needs assessment, if necessary.

5. Identify and analyze resources available for placement services.

6. Coordinate the effective use of advisory committees for placement services.

7. Coordinate and conduct staff inservices relative to placement services and regulations.

8. Coordinate the collection and dissemination of labor market information.

9. Meet with and counsel students seeking placement assistance.

10. Follow-up on interviews and on job placement.

11. Establish linkage with business, industries, community agencies and organizations.

12. Publicize the placement services within the school district and the community.

13. Coordinate the collection, compilation and interpretation of follow-up data and evaluate the effectiveness of placement services.

14. Maintain placement records and prepare reports for dissemination to administrators, school boards, and State Department of Education.

TERMS OF EMPLOYMENT: Nine, ten, eleven or twelve months. Salary and work year will be according to the district's current salary scale and employment regulations and policies.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the school board's policy on evaluation of professional personnel.

Approved by: ____
(Administrator)

Date ______________

Reviewed and agreed to by: ______________________________
(Job Placement Coordinator)

Date ______________

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION
VOCATIONAL/CAREER COUNSELING COMPETENCIES

GENERAL COUNSELING SKILLS

Counseling competencies considered essential to effective vocational/career counseling.

Demonstration of:

1. Knowledge of general counseling theories and techniques.

2. Skills in building a productive relationship between counselor and client.

3. Ability to use appropriate counseling techniques in effectively assisting individuals with career choice and life/career development concerns.

4. Ability to assist the client to recognize the relationship between self-understanding and effective life/career decisions.

5. Ability to assist the client in the identification of internal personal factors related to life/career decision making including personality, values, interests, aptitudes, and motives.

6. Skills in recognizing and modifying stereotypes held by clients related to career choice.

7. Ability to assist the client in the identification of contextual factors in career decision making including family, friends, educational opportunities, and finances.

8. Ability to understand and help clarify the client's decision making processes.

INFORMATION

Information base and knowledge essential for professionals engaging in vocational/career counseling.

Demonstration of:

1. Knowledge of education, training, employment trends, labor market, and career resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields.

2. Knowledge of basic concepts related to vocational/career counseling including career development, career pathing, and career patterns.
3. Knowledge of career development and decision making theories.
4. Knowledge of the changing roles of women and men and the linkage of work, family, and leisure.
5. Knowledge of resources and techniques designed for use with special groups.
6. Knowledge of strategies to store, retrieve, and disseminate vocational/career information.

INDIVIDUAL/GROUP ASSESSMENT

Individual/group assessment skills considered essential for professionals engaging in vocational/career counseling.

Demonstration of:

1. Knowledge of appraisal techniques and measures of aptitude, achievement, interest, values, and personality.
2. Knowledge of strategies used in the evaluation of job performance, individual effectiveness, and program effectiveness.
3. Ability to identify appraisal resources appropriate for specified situations and populations.
4. Ability to evaluate appraisal resources and techniques in terms of their validity, reliability, and relationships to race, sex, age, and ethnicity.
5. Ability to demonstrate the proper administration of appraisal techniques.
6. Ability to interpret appraisal data to clients and other appropriate individuals or groups of people.
7. Ability to assist clients in appraising quality of life and working environments.

MANAGEMENT/ADMINISTRATION

Management/administration skills necessary to develop, plan, implement, and manage comprehensive career development programs.

1. Knowledge of program designs that can be used in the organization of career development services.
2. Knowledge of needs assessment techniques and practices.

3. Knowledge of performance objectives used in organizing career development programs, and setting goals for comprehensive career development programs.
4. Knowledge of management concepts and leadership styles used in relation to career development programs.
5. Ability to adjust management and administration methods to reflect identified career development program problems, and specified situational needs.
6. Ability to prepare budgets and time lines for career development programs.
7. Ability to design, compile, and report an evaluation of career development activities and programs.

IMPLEMENTATION

Knowledge and skills essential to the adoption of career development programs and strategies in a variety of settings.

1. Knowledge of program adoption and planned change strategies.
2. Knowledge of personal and environmental barriers affecting the implementation of career development programs.
3. Ability to implement individual and group programs in career development for specified populations.
4. Ability to implement a public relations effort in behalf of career development activities and services.
5. Ability to devise and implement a comprehensive career resource center.
6. Ability to implement pilot programs in a variety of career development areas including: appraisal, decision-making, information giving, and general career counseling.

CONSULTATION

Knowledge and skills considered essential in relating to individuals and organizations that impact the career development process.

Demonstration of:

1. Knowledge of consultation strategies and consultation models.
2. Ability to provide effective career consultation to influential individuals such as parents, teachers, employers, community groups, and the general public.

3. Ability to provide career development consultation to business and professional groups.
4. Ability to convey program goals and achievements to key personnel in positions of authority: legislators, executives, and others.
5. Ability to provide data on the cost-effectiveness of career counseling and career development activities.

Appendix VIII-7

REQUIREMENTS FOR SECONDARY SCHOOL ASSOCIATE GUIDANCE COUNSELOR

A. Bachelor's Degree

B. National Teacher Examinations - A minimum score of 550 on the Guidance Counselor Area Examination.

C. General Education -- 42-45 Semester Hours	Required	Earned	Shortage
English	12		
Biological and Physical Sciences	12		
Social Studies	12		
Health	2-3		
Art and Music	4-6		

D. Professional School Counseling & Education -- 21 Semester Hours	Required	Earned	Shortage
Principles and Philosphy of Education	3		
Basic Guidance Course	3		
Vocational and Occupational Information	3		
Appraisal of the Individual	3		
Introduction to Counseling	3		
Supervised Practicum and Internship (a full semester, school-based experience, supervised by a full-time, certified Guidance Counselor)	6		

E. *Psychology - 9 Semester Hours from among these areas:	Earned	Shortage
Developmental		
Personality		
Social		
Learning		
Abnormal		

F. *Societal Forces and Cultural Change -- 6 Semester Hours from among these areas:	Earned	Shortage
Sociology		
Economics		
Anthropology		
Political Science		

TOTAL SHORTAGE ________

*Requirement may be met in part or in full in meeting General Education requirements.

NOTE: Upon completion of all requirements, a written request must be submitted to receive certification in this area.

NOTE: This worksheet is to be considered advisory only. Requirements are subject to change at the discretion of the State Board of Education.

REQUIREMENTS FOR SECONDARY SCHOOL GUIDANCE COUNSELOR - ADVANCED

		ON FILE	LACKS
A.	Master's Degree	______	______
B.	Qualification to hold the Secondary School Guidance Counselor Certificate	______	______
C.	National Teacher Examinations - A minimum score of 550 on the Guidance Counselor Area Examination.	______	______
D.	A minimum of 9 semester hours of graduate credit beyond the Secondary School Guidance Counselor Certificate, distributed among the following areas:	______	______
	1. School Counseling and Guidance	______	
	2. Education	______	
	3. Psychology	______	
	4. Societal Forces and Cultural Changes	______	

Total Shortage ____________

NOTE: This worksheet is to be considered advisory only. Requirements are subject to change at the discretion of the State Board of Education.

NOTE: **Upon completion of all requirements, a written request must be submitted to receive certification in this area.**

NAME: ____________________ Cert. # __________ Date ____________

REQUIREMENTS FOR SECONDARY SCHOOL GUIDANCE COUNSELOR (OPTION 2)

		On File	Lacks
A. Bachelor's Degree		______	______
B. Valid Professional South Carolina teaching credential		______	______
C. National Teacher Examinations - A minimum score of 550 on the Guidance Counselor Area Examination.		______	______
D. A minimum total of 21 semester hours (18 of which must be graduate level credit) in guidance courses, distributed as follows:	Semester Hours		
*1. Basic Guidance Course	3	______	______
2. Human Growth and Development	3	______	______
3. Appraisal of the Individual	3-6	______	______
4. Vocational and Occupational Information	3	______	______
5. Counseling Techniques	3	______	______
6. Supervised Practicum or Internship	3-6	______	______
Total on File	______		

*Undergraduate or graduate course is acceptable for the three hour requirement for the Basic Guidance Course only.

NOTE: This worksheet is to be considered advisory only. Requirements are subject to change at the discretion of the State Board of Education.

NOTE: Upon completion of all requirements, a written request must be submitted to receive certification in this area.

AREA VOCATIONAL CENTER COUNSELOR

The **Defined Minimum Program for South Carolina School Districts** requires of Vocational Center counselors the following:

F. Guidance Counselor

1. Each vocational guidance counselor shall possess a bachelor's degree with a major in one of the vocational services from an approved four-year college or university or qualify for a teaching certificate in vocational education. A certified vocational teacher with a minimum of six semester hours in courses required for guidance certification will be accepted, provided he is enrolled in an approved program leading to counselor certification and earns a minimum of six semester hours yearly toward counselor certification. These qualifications apply to all guidance counselors employed after July 1, 1975.

   Effective January 1, 1979, a vocational guidance counselor shall possess a valid guidance certificate and shall have three years teaching experience.

2. Vocational centers serving less than 300 students shall provide the services of a qualified counselor for vocational students in the following ratio:

Membership	Minimum Allotted Time
Up to 200	100 minutes daily
201 to 300	150 minutes daily

3. Schools serving more that 300 students shall provide guidance services at the ratio of 50 minutes for each additional 50-100 students to the extent that the total school membership reflects a minimum of 50 minutes of guidance services for each 100 students. Schools serving memberships of 501 or more shall have one full-time certificated counselor.

4. A private office shall be provided for counseling vocational students.

5. Adequate materials and supplies shall be provided for guidance programs conducted in the vocational centers.

South Carolina Department of Education, **Defined Minimum Program For South Carolina School Districts** (Columbia, South Carolina: Department of Education, 1980).

DEFINED MINIMUM PROGRAM REQUIREMENT
for
Job Placement Coordinators

Job Placement Coordinator

When a job placement coordinator is employed, the job placement coordinator shall be certified in one or more vocational subjects, have a master's degree or Class I certificate, or be enrolled in a program leading to a master's degree (six semester hours yearly) and have two years work experience. In lieu of above requirement, a qualified person with an employment background in business or industry may be employed as job placement coordinator if the person possesses at least a bachelor's degree and five years of business/industry work experience in the fields of personnel or administration. (Persons serving as job placement coordinators prior to January 1, 1977, will not be affected by this regulation.)

Appendix VIII-10

EXAMPLE EVALUATION FORM

Type - Formative-Informal

Title - Tabulation Form-Very Simple

Uses - Individuals, Individuals within Groups, Seen by Career Guidance Person

---

	Name	Purpose of Visit	Result
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Illinois State Department of Education, **Illinois Career Guidance Handbook** (Springfield, Illinois: Department of Education, 1981).

Appendix VIII-11

EXAMPLE EVALUATION FORM

Type - Formative-Formal

Title - Participant Satisfaction Survey

Uses - Individuals, Individuals within Groups

Rate the amount of assistance you received from your counselor(s) for the following services. If you did not request or want assistance in any of these areas, circle number (6).

	Considerable Help	Some Help	No Help At All	Does Not Apply
1. Dispensing information	1	2 3 4	5	6
2. Interpreting tests	1	2 3 4	5	6
3. Helping with personal problems	1	2 3 4	5	6
4. Explaining the decision-making process	1	2 3 4	5	6
5. Clarifying my interests, values, and personality characteristics	1	2 3 4	5	6
6. Communicating a genuine interest in me	1	2 3 4	5	6
7. Other (Specify) ____	1	2 3 4	5	6

Illinois State Department of Education, **Illinois Career Guidance Handbook** (Springfield, Illinois: Department of Education, 1981).

PROGRAM STANDARDS
FOR
VOCATIONAL EDUCATION PROGRAM EVALUATION

SECTION C

STUDENT SERVICES

County: ______________________ School District: ______________

Evaluation Committee Member:

Name Date

Office of Vocational Education
South Carolina Department of Education

☐ Meets Standard

☐ Does Not Meet Standard

C.1 Vocational education program admission policies and practices shall be clearly written, published and widely disseminated. (F, S, Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

__________ Copy of admission policies and practices __________ ____________________

__________ Method of dissemination __________ ____________________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. Vocational education program admission policies and practices: 1. Are clearly expressed, published, and widely disseminated in the school and community.
			2. Conform with suggested grade levels outlined in the Defined Minimum Program.
			3. Students enrolling in vocational programs which are not preparatory for employment have been clearly advised of this fact.
			4. Includes provisions to inform handicapped and disadvantaged students and their parents of the opportunities available and the requirements for eligibility for enrollment in vocational education programs. This information shall normally be provided at the eighth grade level, but in no case later than the third month of the ninth grade.
			5. Contain provisions for assisting students in making informed decisions about occupational/educational objectives.
			6. Contain a statement of non-discrimination.
			7. Contain provisions to accommodate transient students.
			8. Contain provisions for students to reenter the program with full credit for previous learning.

☐ Meets Standard

☐ Does Not Meet Standard

C.2 Provisions shall be made to prevent sex discrimination in vocational programs. (F, S, Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

__________ Identification of specific activities designed to acquaint students with non-traditional areas of occupations, (for example as specified in the annual guidance plan) __________ ______________________________

__________ Copies of information disseminated to students __________ ______________________________

__________ Class rosters __________ ______________________________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. Student recruitment information clearly indicates that all courses are available to students of both sexes.
			b. Students are encouraged to consider enrollment in courses or programs which may be non-traditional occupational fields for either sex.
			c. Students are enrolled in non-traditional vocational education programs.
			d. Course descriptions and curriculum materials do not project sex bias and/or stereotyping.

☐ Meets Standard

☐ Does Not Meet Standard

C.3 When students are identified as handicapped who require additional or modified vocational education instruction and services and are being served with federal vocational handicapped funds, a vocational component of the Individualized Education Program (IEP) shall be prepared, as prescribed by the Education for the Handicapped Act. (F, S, Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

_____ List of students served with vocational handicapped funds (Office of Vocational Education collection form for nandicapped students)

_____ IEP committee procedures

_____ Vocational component of the Individualized Education Plan

_____ List of IEP committee members,

_____ Examples of student evaluations

_____ Form 6 of local vocational plan

_____ _______________

_____ _______________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. A vocational education representative serves on the IEP committee for the identification of the handicapped student's vocational program.
			b. The appropriate vocational instructor participates in the development of the vocational component of the IEP.
			c. The vocational component of the IEP states the short- and long-term educational objectives to be achieved by each individual student.
			d. The appropriate instructor has been provided a copy of the vocational component of the IEP for each identified handicapped student in the course.
			e. The progress of each identified handicapped student is evaluated annually as specified in the vocational component of the IEP.

C.3 Continued

YES	NO	DOES NOT APPLY	
			f. When a separate program, (credit granting), is required for handicapped students, the expenditure of federal funds utilized to provide services and activities pays only for the portion of the program which exceeds the average per-pupil expenditure for a corresponding regular program.

COMMENTS/RECOMMENDATIONS

☐ Meets Standard

☐ Does Not Meet Standard

C.4 A written plan for disadvantaged students who are being served with federal disadvantaged vocational funds, describing special services, assistance or curriculum modification shall be developed. (F, S, Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

_______ Form 6 of local vocational plan _______ ____________

_______ Office of Vocational Education disadvantaged student collection form _______ ____________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. The written plan for disadvantaged students includes: 1. Specific objectives.
			2. Specific activities correlated directly with program objectives.
			3. Teacher name, program/services location(s).
			4. Evaluation procedures.
			b. A copy of the written plan is provided to all appropriate instructional personnel.
			c. When a separate program (credit granting) is required for disadvantaged students, the expenditure of federal funds utilized to provide services and activities pays only for the portion of the program which exceeds the average per-pupil expenditure for a corresponding regular program.

☐ Meets Standard

☐ Does Not Meet Standard

C.5 Guidance services shall be provided for all vocational students as stipulated by the student counselor ratio outlined in the Defined Minimum Program. (S)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

__________ Records of guidance and counseling services __________ ____________________

__________ Daily counseling schedules __________ ____________________

__________ School enrollment __________ ____________________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. Student-counselor ratio complies with criteria stipulated in the Defined Minimum Program.

☐ Meets Standard

☐ Does Not Meet Standard

C.6 A separate vocational guidance plan shall be developed, or vocational education services shall be addressed in the comprehensive guidance plan of the school. (Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

__________ Copy of the plan __________ ____________________

__________ Evidence of dissemination __________ ____________________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. The written plan of guidance services includes: I. Specific objectives.
			2. Specific activities correlated directly with program objectives.
			3. Evaluation procedures.
			b. The plan addresses recruitment, counseling, placement and followup.
			c. A copy of the plan is on file in the school.
			d. The plan is disseminated to appropriate personnel, e.g., vocational teachers, administrators, etc.

☐ Meets Standard

☐ Does Not Meet Standard

C.7 Guidance and counseling services shall encompass the necessary information and assistance for all students to make occupational and educational decisions. (F, Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

________	Time schedules for individual and group guidance sessions	________	Program brochure/handbook
________	Number of students actually served	________	Examples of available resources
________	Identification of procedures to advertise counseling service	________	________________
________	Provisions for serving out-of-school youth, adults, and special populations		

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. Individual counseling and group guidance are used to assist all students in making educational and vocational plans.
			b. Counseling is available to out-of-school youth, adults and special populations.
			c. Students are provided up-to-date information and resources as bases for making career decisions.
			d. A variety of appropriate testing programs and other sources of information is used to aid in the guidance and counseling of students.

☐ Meets Standard

☐ Does Not Meet Standard

C.8 Coordinated placement services shall be provided to assist students in securing employment or further education in the occupational area for which they are trained. (F, S, Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

_________ Specific description of available services and activities

_________ Identification of individual to coordinate placement services

_________ Records of student placements

_________ Job descriptions

_________ _________________________

_________ _________________________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. Placement responsibilities are clearly identified.
			b. The following information is available to students:
			1. Labor market.
			2. Educational.
			3. Military.
			c. Administrators, counselors and instructors are active participants in placement efforts.
			d. Non-technical employability skills training is provided, e.g., job search, job application, job interview, etc.
			e. Regular coordination is maintained with placement sources.
			f. A systematic referral procedure is a part of placement services.

☐ Meets Standard

☐ Does Not Meet Standard

C.9 Follow-up data are collected and records are prepared and maintained as stipulated in the Administrative Provisions for Vocational Education. (S,Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

__________ Follow-up records

__________ ______________________________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. All completers are surveyed at approximately ten months after graduation.
			b. Follow-up records are maintained for a period of five years.
			c. A follow-up report is submitted to the Office of Vocational Education in a timely and accurate manner

☐ Meets Standard

☐ Does Not Meet Standard

C.10 Student services shall be provided financial support necessary for accomplishment of identified objectives. (F, Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

__________ Annual budget

__________ Financial records

__________ ______________________________

__________ ______________________________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. Adequate financial support is provided for: 1. Professional staff.
			2. Clerical support.
			3. Facilities.
			4. Supplies and materials.
			5. Equipment.
			6. Travel.

☐ Meets Standard

☐ Does Not Meet Standard

C.11 The school shall have a systematic evaluation process for student services. (Q)

Acceptable Evidences: Check those items which are available for review. These are examples; others may be provided.

________ Copy of evaluation instrument ________ ________________

________ List of specific improvements/changes made as a result of evaluations ________ ________________

________ Copies of previous evaluations ________ ________________

________ Implementation plan for improvement of student services ________ ________________

Criteria: Indicate the extent to which each criterion is met by checking the appropriate response.

YES	NO	DOES NOT APPLY	
			a. There is a procedure for the continuing and/or periodic evaluation of student services.
			b. Results of evaluations are used in determining needed improvements/changes in student services.
			c. There is a formal procedure for reviewing and implementing recommendations resulting from the student services evaluations.